

SUMMER DIARY

Walter Mitty en vacance

Despite the sensual pleasures of holiday, Bernard Barker finds a few discordant nerve fibres jangle still with shame remembered

Sympathetic friends, noticing my harassed expression, have for some weeks urged me to take "a good holiday". Unfortunately, I suffer from psycho-kinetic pulses which keep the brain, and sometimes the bowels, seething long after the initial irritation has receded. Sun, food and wine absorb the pain of "unfair" criticism and emotional disturbance only slowly. And relaxation, once achieved, is a poor, shadowy creature. Lacking consequences, a tranquil state of mind can be lost on the channel ferry home and does not ripple much beyond September.

On holiday in rural France, 20 kilometres from Périgueux, my part in the Caribbean debacle and the Mexico fiasco won't go away. Suppose my egalitarian ideals really did pave the way for the Holding blackwash and Maradona's hogwash (the goal was scored by the "head of Maradona and the hand of God")? I can cope with defeat, but one more newspaper indictment is too much to bear.

I write on a kitchen table we have dragged outside the *gîte* so as to drink coffee and eat baguettes looking over the rolling, wooded hills to the south. A cool wind flutters my legs and catches the pages of *Germinal* at my elbow. A bright sun dazzles the words on the paper as they are written. Russet apples hang in an azure sky, their unpruned trees forming a soft, fretted, foreground screen. The yard is enclosed by ancient farm buildings, a cluster of stones, cement, chipped red tiles and dark, flaking timber. Vines grow carelessly up white-washed walls.

In Bliss et Born below, there is a shut-up mansion framed in rustling wrought iron, its drab stucco crumbling around painless shutters. Opposite, there is a faded "restaurant historique" sign but the terrace is now a garden, every where chirping crickets, crowing cockerels, wafting leaves, buzzing, whizzing flies, odd chirping birds. At night, with shutters pulled in, engulfing darkness and silence.

We read of November's hear-frost in Zola's *Montsou*, but by a bridge on l'Auvézère gorge ourselves in the



Teachers can be six giants rolled into one... but must also explain failure.

warm sun. There are a dozen different pâtés, cheeses, yoghurts; we suck at peaches, tomatoes; and swallow slightly diluted *vin de table rouge* or *sec* *menthe glaciale*. Despite these sensual pleasures, a few discordant nerve fibres jangle still with shame remembered. Was the battle of Port of Spain lost on the playing fields of Slough?

There is, of course, a Walter Mitty streak in all teachers, whose profession is to live vicariously. We do not play at Lords but our pupils may. Like Mr Sugden (in Barry Hines' *Kes*) we hear the commentator's excited prattle as the track-suited player-manager leads out his team of 14-year-olds:

"And both teams are lined up to the kick off in this vital fifth-round cup tie, Manchester United versus... who are we playing, Tibbitt?"

"Er... we'll be Liverpool, Sir."

At school a teacher can be a giant in half-a-dozen careers; in my own case Peter Hall, A J P Taylor, André

Previn, Bobby Robson, Mike Brearley and David Bellamy all rolled into one extra-ordinary, charismatic figure. Sometimes talented children make our dreams come true. Gary Clifton really did sign for Aston Villa and Mark Damazer's double started first was in all the papers. But teachers who claim credit for second-hand achievements beyond their own talent must explain failure too.

For 30 years I have supported with foolish passion English cricket, Charlton Athletic, comprehensive schools and the Labour Party, in about that order. It has been a painful business, especially recently. I am running out of excuses, though this does not show on a caricature. A psychiatrist would diagnose in my dogged loyalty a masochistic rather than a militant tenacity. The Jacobites, also obliged to remember frequent defeats in French exile, seem to have taken an equally perverse pleasure in undying commitment to a lost cause.

In a museum at Port William there is a side table painted in a swirl of colour to resemble a well-used artist's palette. The flickering image of Bonnie Prince Charlie is only visible on the shining, curved surface of a silver goblet placed in its centre. There must be many a teacher kept going by a hope as slim. Charlton, after all, were not promoted until the Happy Valley was closed. Perhaps a similar resurrection awaits cricket, school and the Labour Party. Meanwhile our psychology, aided by the press, is to nuke the most of the anguish.

A former colleague first introduced me to the idea that my causes were not only lost but incompatible. He blamed Hertfordshire reorganization in 1968, not Mike Donnes, for Liliec and Thompson's strike rate in the early seventies. Older masters implied that though I no doubt meant well with my long hops, good intentions were no substitute for a grammar school background.

Today the criticism is more shrill: "Cricket all but abandoned in comprehensives." Among Ken Baker's first comments was the suggestion that many schools prefer the toneless cacophony of the multitude to the harmony of a gifted few. Ideologies like me are supposed to have neglected pitches, talent and competition in pursuit of an egalitarian dream. The net result, flushing outside the off stump.

Newspapers enjoy stories about primary schools "banning" egg and spoon contests and there are teachers, not many of them sportsmen or women, who think equality means stopping competition or "levelling" gifted and less-gifted players. This is to misunderstand equality as a political doctrine and as a teaching method.

A comprehensive "Sport for All" policy creates a climate in which everyone's talent can flourish; it should not inhibit excellence in any form. Youngsters must have every opportunity to strive, to do their best and to test limbs and lungs to exhaustion. This means small-sided games with lots of contacts, constant practice

in groups and teamwork to develop confidence and capability. Outstanding first XI's grow at schools where inter-form competition in a host of games involves everyone until the final whistle, not those where a few well-endowed youths monopolize the coaching.

Athletes are ruined by poor facilities and limited opportunities, not the teacher-leveller. I have taken inter-form cricket for years, despairing of lethal, uneven bounce on a pitch a county cannot or will not afford. Lacking winter nets and with summer ones in shreds, we have for 20-over matches for two-and-a-half months a year. While the country is to invest in the education of ordinary people, English cricket, like tennis and British industry, will remain into a longer of public schools at private clubs, unable to cope with the competition.

The *pâté de foie gras* is beginning to have its effect, however, and my English concerns fade. Yesterday I took the *gîte* key and spent the evening retracing my steps through Périgueux, informing perplexed tourists and school holders: "J'ai perdu ma clé!" They must have thought I'd escaped from a nursery school. Life is rich in initiation for the right temperament. We drain from the bath after a minute and a half and amount of jiggling on Sellotape and matchsticks will seal a plug hole.

Literature, thank goodness, is something. Lost in *Germinal*, I reflect that the teachers, in Walter Mitty mood, have been playing Arthur Scargill all year with rather more success than the original. Maybe we can beat Greece next year.

NEXT WEEK

Who goes where?
A survey of school visits abroad
Exam howlers
Pick of the crop '86
The cooperative third option
Materials on industry reviewed

NOTICEBOARD

PEOPLE...

Mr Keith Dawson, principal of King James's College, Henley, to be head of Haberdashers' Aske's School, on the retirement of Mr Bruce McGowan in September, 1987.

Mr Leo Murray regional director with Robinson International Tobacco Ltd, to be director of the Cranfield School of Management. Sir Edwin Nixon has been reappointed chairman of the Joint Board for Pre-Vocational Education until the end of July 1987.

The following appointments have been made to Roman Catholic schools in Southwark: Mrs Constance Harrison to be head of St Joseph's JMI school; Miss Brenda Shaw to be head of Christ's School; Sister Rosemary SBD to be head of Notre Dame School; Mr Edward Hickley to be head of Holy Ghost JMI school and Mrs Mary Laws to be head of St William of Perth JMI.

PUBLICATIONS...

Music
The latest edition of *Centre*, the magazine of the Midland Centre for Music in Schools, includes articles on GCSE and music education. It is available from the Centre at the Faculty of Education and Teacher Training, City of Birmingham Polytechnic, Westbourne Road, Edgbaston, Birmingham B15 2TN.

Timetables
Displaying the curriculum, a common notation for secondary schools, the second revised and expanded edition of ILEA's Learning Resources Branch guide to curriculum display, is now available. It costs £1.50 for ILEA

schools and £2.25 for those outside ILEA from the Centre for Learning Resources, 275 Kennington Lane, London SE11 5QZ.

Training for Tomorrow Today, an information pack on the Open University's short practical courses for manufacturing industry, including material on the Open Business School, is available from the Customer Services Department, The Open University, Walton Hall, MK7 6AA.

CONFERENCES...

September 26-28
British Association of Symphonic Bands and Wind Ensembles conference at the University of Warwick with sessions on school and community bands. Details from the Conference Organizer, 3 Northbrook Road, Solihull, West Midlands.

October 1
Interdisciplinary conference on *Clinical involvement in learning difficulties* at the Department of Optometry and Visual Science, The City University, for teachers, educational psychologists, audiologists, occupational and speech therapists, school doctors and related professions. Details from the Department Secretary, Department of Optometry and Visual Science, 31.1-321 Goswell Road, London EC1V 7JD.

October 11
Career structures and development in home economics at Birmingham College of Food and Domestic Arts. Speakers include Kathleen Johnson, Caroline Rene and Dr Alex McInnis. Details from Mrs Joyce Jenkins, 14 Shilvers

Green, Tadworth, Surrey KT20 5QD.

October 11
Head Injury Re-education, an organization that supports parents and relatives of those with head injuries, conference. Speakers include John Firth, consultant neurosurgeon. Details from Cynthia Stevens, 1 Pembroke Drive, Mapperley Park, Nottingham NG3 5BG.

COURSES...

August 26-29
Support for Learning National Association for Remedial Education summer course on prevention of learning difficulties in a curriculum for all pupils. Speakers include Donald Moyle, Afzal Ahmed, and Laurie Bolwell. Fee £82 members, £92 non-members. Details Mr Peter Daniels, 59 St Andrew's Road, Portladies, Brighton BN4 1DB.

August 27-31
Resources for teaching dance National Resource Centre for Dance Summer School, in collaboration with the British and Labanotation Institutes, at the University of Surrey, Guildford. Fee £84. Details from the National Resource Centre for Dance, University of Surrey, Guildford, Surrey GU2 5XH.

September 12-15
Professional perspectives - Institute of Careers Officers annual conference at St David's Hall, Cardiff. Speakers include Lord Young, Sir Richard O'Brien, Tyrrell Burgess, Geoffrey Holland and Dr Mike Woods. Details from ICO, 27a Lower High Street, Stratford, West Midlands B37 1TA.

September 20-21
An Arts Initiative 14-19 at the Beaford Centre, Devon, to discuss the response of the arts to TVEI with Professor Richard Pigg, Barry Upton, Alan Murray, Keith Grey, and Ann Winston. Scott Anthony and Anne Snellgrove. Details from Vic Sander, The Beaford Centre, Beaford, Winkfield, Devon EX19 8LU.

EVENTS...

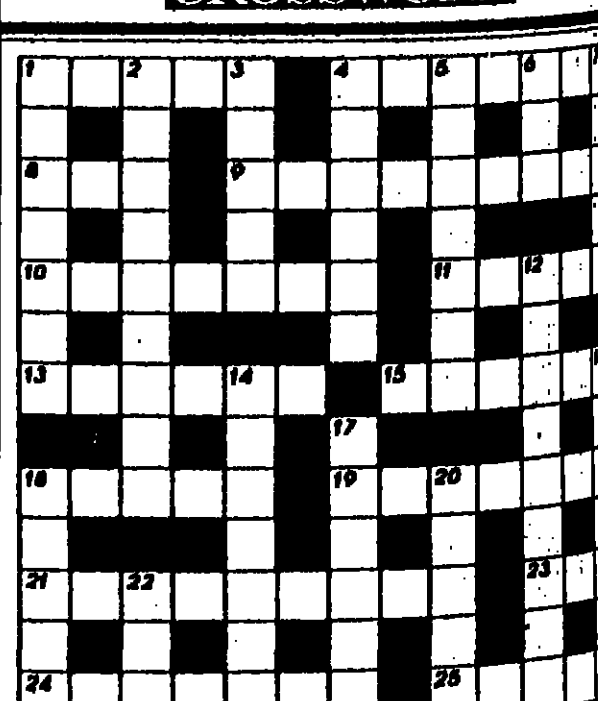
October 13-17
Science for Industry Exhibition at Imperial College of Science and Technology, London, on current scientific research projects and their links with British industry. Stands include biomedical engineering, biotechnology, marine technology, information technology, materials technology, pharmaceuticals and applied earth sciences. Details from the conference office, Imperial College, London SW7 2AZ.

INFORMATION

Reports
Mr Leonard Mullineux is preparing an anthology of amusing remarks from students' reports and invites readers to send contributions to him at 52 South Terrace, Littlehampton, West Sussex. Some proceeds will go to an educational charity.

Reunion
Geoffrey Hall comprehensive school, Kidlington, will celebrate its 21st anniversary on September 20. Former staff and pupils who would like to take part should write to Ann Brooks, 76 John O'Gaunt Road, Kenilworth, Warwickshire.

No 265 CROSSWORD by Ruler



ACROSS

1 A weapon attached to a rifle, perhaps (5)
4 Arranged posters for holidays, perhaps (7)
8 A washer may need it, and vice versa (3)
9 Incorrectly teaches it in accordance with good taste (9)
10 He's about to irritate with temporary stoppages (7)
11 House and ground (5)
13 Sung the final violinist heard? (6)
15 It doesn't describe the present school-boy (6)
18 Land in the sea (5)
19 A struggle to maintain faith (4, 3)
21 Earl's note may be informative to a traveller (9)

DOWN

1 The class endlessly in riot carried out by school children (7)
2 I'm open about one for those who hate writing (9)
3 Kind of paper that exposes plots (5)
4 Is getting in support to carry on the fight (6)
5 Erudite man or youngster in form (7)
6 Early leaver (3)
7 Oats the flavour of sweets (5)
12 Direction for gun-dams? (9)

23 S. American river

24 Not the first mate's buy (7)
25 Support when the team runs out (5)
26 A washer may need it, and vice versa (3)
27 Incorrectly teaches it in accordance with good taste (9)
28 He's about to irritate with temporary stoppages (7)
29 House and ground (5)
30 Sung the final violinist heard? (6)
32 It doesn't describe the present school-boy (6)
33 Land in the sea (5)
34 A struggle to maintain faith (4, 3)
35 Earl's note may be informative to a traveller (9)

14 Biblical city

15 It's a clubbable thing the wrong way in work (7)
17 Castles in the air, perhaps (5)
18 Unconcerned about getting out of work (5)
20 A boy named in Belgium (5)
22 False statement is written by a liar (3)
23 S. American river (5)
24 Not the first mate's buy (7)
25 Support when the team runs out (5)
26 A washer may need it, and vice versa (3)
27 Incorrectly teaches it in accordance with good taste (9)
28 He's about to irritate with temporary stoppages (7)
29 House and ground (5)
30 Sung the final violinist heard? (6)
32 It doesn't describe the present school-boy (6)
33 Land in the sea (5)
34 A struggle to maintain faith (4, 3)
35 Earl's note may be informative to a traveller (9)

THE TIMES Educational Supplement

FRIDAY AUGUST 8 1986 NUMBER 3658

FIRST PUBLISHED 1910 PRICE 55p

Baker set to back inquiry into pupils' English needs

by Julia Hagedorn

The Education Secretary is poised to back a major independent inquiry into what pupils should know about English.

Sources close to Mr Kenneth Baker confirm that if agreement can be reached on the precise nature of the inquiry, it could start as early as October.

The urgency for such an inquiry has arisen partly because of the responses to HM Inspectors' curriculum paper, *English 5 to 16*, which set a series of objectives for pupils at various ages, such as knowing the functions and names of nouns, pronouns and adjectives.

The consultation process on the paper revealed deep divisions on what exactly should be taught and a strong hostility to formal grammatical analysis. The inspectors then called for a resolution to the argument if "national policy is to address the matter with any hope of constructive action". They also suggested that an inquiry was needed.

Mr Baker told delegates at the 11th World Congress on Reading in London last week: "Over the last 20 years or so, schools have progressively ceased to teach the rules of English grammar as my generation were taught them."

"There is widespread agreement that some better, more effective way needs to be found of enabling people to think about how they use language, and to talk about it."

Putting these things right would need a concerted effort by all parts of the education service. HM Inspectors had suggested an inquiry and he was "considering" it.

The most likely form of inquiry would be for an independent body of experts to collect evidence on good practice in schools and see how it could

be emulated by others in the profession.

The outcome of any inquiry would have implications for initial and in-service training. *English 5 to 16* says that 16-year-olds should "have a vocabulary for discussing stylistic effects, including 'simile', 'metaphor' and 'cliche'".

Many people appear to leave school without such a vocabulary. A recent research report by Mr Thomas Bloor, head of modern languages at Aston University, has shown how rare that knowledge is, even among students with above average A level results.

Mr Bloor found that verbs and nouns were the only parts of speech correctly identified by all 63 linguists in his survey. And some of the 137 non-linguists could not even do that. Another striking result was the failure of 11 per cent of linguists and 55 per cent of non-linguists to identify the only conjunction in the sentence - and 66 per cent of the non-linguists could not identify the preposition "to".

A survey of 275 undergraduates at Roehampton Institute of Higher Education in 1983, which led to Mr Bloor carrying out his research, also showed the horrifying ignorance of many students about their own language.

Only 18 per cent could write down the comparative and superlative of 10 words in common usage. A total of 523 errors were made on the words "bad" and "good", including such mistakes as "badder", "worst" and "goodest".

The Roehampton study led to a number of comparative surveys at other institutions in Britain and the United States. The students' answers show almost frightening consistency in their lack of knowledge.

Report - page 6

Salary doubt raised on inspectors

by Barry Hugill

Local authority school inspectors and subject advisers could find that their salaries are not automatically tied to those of headteachers if last week's Coventry deal on teachers' pay and conditions is finalized.

At present about 4,000 inspectors, advisers, educational psychologists and school meals organizers are paid

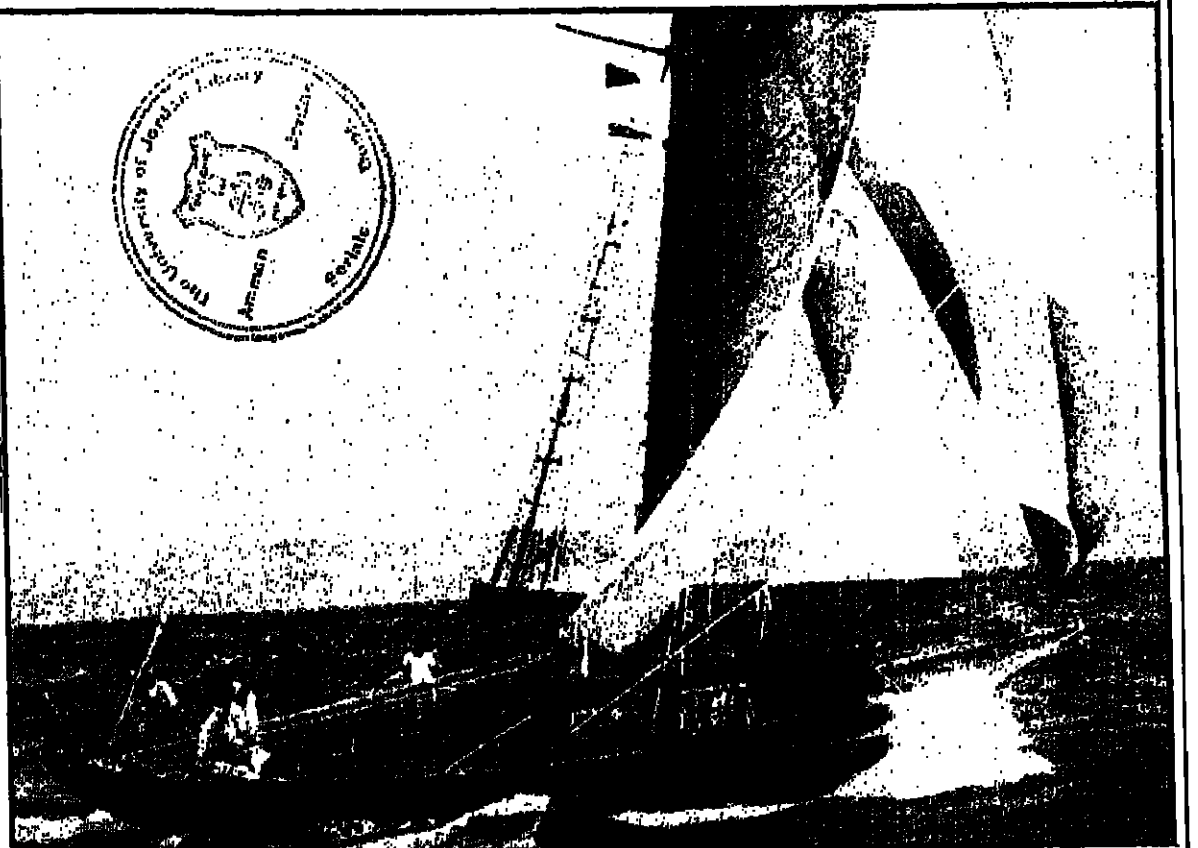
on the same salary scale as headteachers. Their pay is formally negotiated by the Southbury Committee which invariably cuts deals with agreements made by the Burnham Committee.

At no time during the Coventry negotiations were the inspectors and advisers mentioned and local authority sources said this week that they should

not assume they would receive the same increases as heads. The increases for heads had been proposed in return for changes in working conditions, they pointed out.

The possibility therefore arises that for the first time the Southbury Committee could become a proper negotiating forum.

CLEA has also reaffirmed the prin-



On the crest of a wave: this year's Cutty Sark Tallships race was won by the 73-year-old ocean racer, Jolie Brise, manned by a crew from Dauntsey's School, near Devizes. They beat 73 other competitors in the 347 nautical mile course from Newcastle to Bremerhaven, Germany. The crew included seven boys, three girls and three old boys of the school.

Policy urged on sex education

Each school should have a policy for sex education and should keep parents fully informed about it, according to a draft circular issued by the Government on Wednesday.

It says that sex education, taught within a moral framework, is "an essential element in the schools' task of preparing young people for responsible adulthood". It calls for "exceptionally careful and sensitive treatment" but says sensitive issues such as homosexuality should not be avoided.

Mr Kenneth Baker, the Education Secretary, has issued the draft circular in the light of the Government's decision to insert a clause into the Education Bill culling on state schools to provide sex education "in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life".

Local authority and teacher associations and the churches have been invited to comment by November 1.

CLEA urges stiff action on strikers

by James Melkile

Local authorities are being urged to take stiffer financial measures against teachers who stage short disruptive strikes.

Advice issued this week says such strikes should result "at the very least" in docking pay to match the length of time pupils are excluded from school, which could be up to half a day, rather than the length of the stoppages, which is sometimes only 10 or 20 minutes.

L.e.a.s could go further, says a circular, by deducting money from strikers to pay the salaries of non-strikers who had no children to teach through no fault of their own.

The advice, issued by the Council of Local Education Authorities, is the strongest guidance yet on dealing with industrial action.

It seeks to make teachers think harder about taking short selective strikes which have proved extremely disruptive while costing them little money.

It is thought unlikely that authorities would go the whole way in seeking penalty payments.

The power to deduct money by way of "equitable set-off" is backed up, says the circular, both by the recent High Court judgment that teachers had an obligation to cover, and legal opinion on teachers' contractual obligations obtained by the Inner London Education Authority.

CLEA has also reaffirmed the prin-

ciple of deductions from teachers who refuse to cover for absent colleagues, attend parents' or staff meetings, prepare and mark work, write reports or set and invigilate exams out of school.

Teacher unions appear to have conceded some ground on future contracts by signing the "heads of agreement" at the recent Coventry talks. Limits on cover, non-contact-time for teachers and maximum class-sizes have still to be negotiated. Meetings on cover are likely to start before the end of the month.

CLEA says it wants to negotiate but the circular warns authorities they risk being taken to court by parents for failure to comply with the Education Act if they take no action against teachers who breach their contract.

Mr Ivor Widdison, CLEA's principal administrative assistant, said: "We would not expect any resumption of action in the time it takes to negotiate the detail under the heads of agreement."

But the NUT's deputy general secretary Mr Doug McAvoyn, in a statement issued before the CLEA advice was sent, said that none of the details on conditions of service had yet been discussed and the union had many reservations.

Any agreement would have to include non-teaching time, adequate supply staff to cover for absences, and class-size.

THIS WEEK

COMMENT PLATFORM
DIARY
PRIMARY SCHOOL TO WORK
OVERSEAS
LETTERS
BOOKS/ARTS
RECORDS/MEDIA
NOTICEBOARD AND CROSSWORD

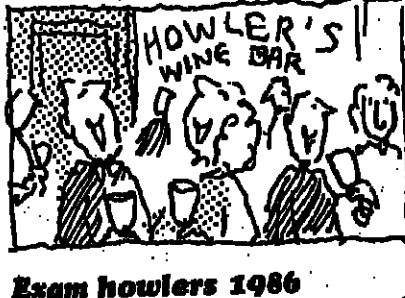
CLASSIFIED 26



When in Boulogne Page 9



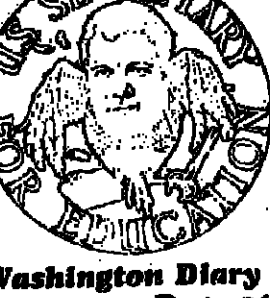
Catching them young Page 10



Exam howlers 1986 Page 16



Passport from Pimlico Page 18



Washington Diary Page 36

More language for life

Dr Joyce Morris is a distinguished exponent of phonic methods for teaching reading who believes strongly that teachers need a sound technical knowledge of the structure of language if they are to give children a thorough grounding in the use of their own language. She has now produced some evidence (pages 1 and 6), based on a questionnaire given to students on certain training courses, which suggests that many of them, drawn as they are from the most academically successful 10 to 15 per cent of the school population, are painfully insecure in their command and control of the English language.

There are various reservations which would have to be attached to the early results of Dr Morris's inquiries, including doubts about the clarity and intelligibility of some of the questions, many of which might have been more appropriate after, rather than before, they had done the course. None of these reservations, however, could be said to gloss over some of the results—for example, the large numbers of students in Dr Morris's sample who had difficulty in setting down the comparative and superlative of the adjectives *good* and *bad*.

In his remarks to the World Congress on Reading in London last week, Mr Kenneth Baker referred to the HMI's suggestion that an inquiry is now needed into what pupils should know about the working of their language. Mr Baker is expected to act on this in the autumn, though the exact form of any such inquiry is not yet decided. If Dr Morris's evidence stands up, it will be a grist to Mr Baker's mill.

The 1975 Bullock report spent a whole chapter on this and related topics. How much formal grammar should pupils be taught? Its conclusion was terse: "the teaching of traditional grammar does not appear to improve performance in writing".

It is no doubt difficult to prove this (or the

converse) empirically because "performance in writing" depends on so many contextual circumstances that it cannot be possible with any certainty to separate the effect of teaching traditional grammar from other educative or anti-educative influences. But clearly, if the teaching of traditional grammar were arid and stultifying it would not encourage good writing, even if it taught pupils rules which, if applied, would minimize particular kinds of error. What Bullock asked for seems eminently sensible and very close to what the HMIs have in mind: "it should certainly include punctuation, some aspects of usage, the way words are built and the company they keep, and a knowledge of the modest collection of technical terms useful for discussion of language".

This rather grudging acknowledgement of the need to teach grammar and syntax and a language in which to discuss language was filled out a little later on with the sensible suggestions that this should be done, not as a separate subject, but alongside practical writing tasks. Bullock noted that this often didn't happen. "It was not uncommon" the committee observed, "to find the despairing comment 'your punctuation must improve' on the writing of pupils who seemed to receive little or no specific instruction in it".

To judge from the more recent investigations of the Inspectorate the picture remains very confused. School practice varies widely in the content and character of formal English teaching. Perhaps the concept of "language across the curriculum" if only partially applied and understood leads inevitably to patchy results.

But this does not necessarily suggest that prescribing more grammar would be the answer. It is quite clear that poor standards of written English are perfectly compatible with a large, if boring, quantity of formal English exercises. But teachers who train to teach English to foreigners are required to learn a

lot more about the structure of the English language than most of those who qualify to teach home students. Could the latter benefit from the studies pursued by the former? Is it the teachers who ought to be immersed in linguistics, not the pupils?

The current fashion is for checklists and criteria and a clearer definition of what teachers should teach in the hope that this will guarantee better learning. Such an approach may offer a way of narrowing the diversity described by HMI but it cannot eliminate bad teaching. There is the added risk that it may actually encourage bad education by defining tasks so closely that pupils are taught to perform specified drills for examination purposes instead of learning how to use the English language.

APU studies have drawn attention to the excessive emphasis which many teachers place on creative and imaginative writing and the relative neglect of other forms of written communication. Writing stories does not deserve to be elevated to first place; why not give equal treatment to analysis and argument and the use of language to sharpen reasoning powers? Is it possible that if more attention were paid to non-fiction forms it would be easier and more natural to put more emphasis on parallel instruction in the grammar and syntax necessary to sustain a logical argument? Could it be that a misguided fear of stunting the flow of creativity has led some teachers to down-grade tiresome details like spelling and syntax?

Two things are clear: ideally, good writing, of any kind, is founded on a sound knowledge of the language which few people actually possess; and second, a sound knowledge of the language requires grammar and syntax and all the other things which actually make students want to write and go on writing till they have begun to achieve competence. There is no point in stressing one part of the combination without also stressing the other.

COMMENT

Act on the research

There are two basic questions to answer about schooling for children under five. Will it be good for them? Can we afford it?

The next issue is what order the questions are posed in. Regrettably, when the cost question is given priority, and answered in the negative, that seems to foreclose the argument on issues that really matter.

Thus, in the days when Mrs Thatcher as Education Secretary was set on course for nursery school expansion, her 1972 White Paper was entirely confident about its positive good. Her target was to expand nursery education to include 90 per cent of four-year-olds and 50 per cent of three-year-olds within ten years.

But we haven't got very far into that decade before the nation's finances went into a U-turn. Recent DES figures show that only 22 per cent of three and four-year-olds were in nursery education last year. Provision varies widely among L.E.A.s. Some never got very far towards answering Mrs Thatcher's expansion call. Others built new nurseries with the help of the capital programme, but had difficulty staffing them subsequently out of revenue.

Only last week came news of Norfolk parents campaigning for the opening of 33 nursery schools which were built 10 years ago, but remained unused because the Norfolk authority cannot afford to run them.

And meanwhile, of course, the political tunc has changed to match the financial pressures: legislation to establish beyond doubt that classes for under-fives are not a statutory requirement has been introduced unctuously in the House of Commons. The research find-

ings that cast doubt on the value of catching them young.

The tragedy is that this budget-led nursery policy has closed official eyes and minds to the later, fuller longitudinal evidence that has now emerged convincingly from the Headstart programme and other US studies.

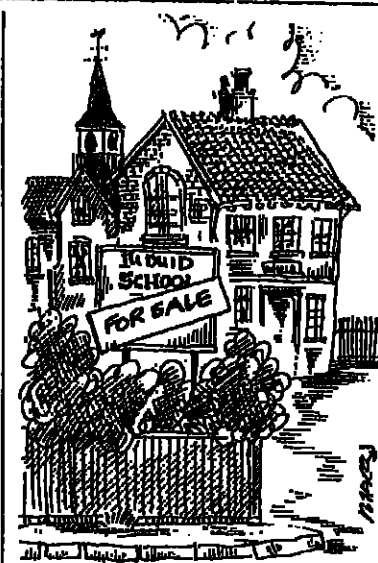
In the US, as Bill Morris reports on page 10, there is now little argument among legislators and educationists that the relevant studies have established that the earlier a child enters school, the more likely it is to complete its education, and that the literature is particularly compelling with regard to disadvantaged and otherwise handicapped children.

In New York the president of the board of education and the city's mayor are both so convinced by the evidence that they have come out in favour of publicly-funded classes for all four-year-olds and for making at least a start (in the face of funding cut-backs) with some modest plans for the most economically disadvantaged.

On the national scene, a Bill before Congress, and already through the Senate, outlines a plan to extend mandatory schooling to handicapped children from three to five years old. It is accepted now that early intervention can enhance intelligence, reduce the need for institutionalization, and cut the need for special classes at school age.

Both the New York project and the handicap legislation are likely to be held up initially by lack of Federal funding. To that extent the US picture mirrors that in the UK. The big difference in New York (and in Washington) is that they know exactly what they should be doing, what they want to do, and why. There isn't much doubt that the educators will go all out to get the necessary funding, and secure it sooner or later from one source or another.

It is a safe bet that that sort of attitude will produce more nursery education sooner than reading the research findings according to the money available.



Cut down to size

Mr Kenneth Baker's draft circular (page 3) is intended to increase the pressure on local authorities to take surplus school places out of service.

"Taking surplus places out of service" means closing or merging schools. It means disturbance for teachers and pupils and political aggravation for councillors and administrators. It means petitions to the Secretary of State and lobbying behind the scenes by MPs. It means acrimony between local authorities and Ministers who are much braver in their exhortation to L.E.A.s than in their handling of constituency protest.

What lies behind the latest DES draft circular is the Audit Commission's report which has strengthened the case for action. Till now, the local authorities (rather than their own surprise) have been more or less on target to achieve the savings demanded by the Government. But now the demands have been stepped up. Now the Government wants half

the excess primary places and three-fifths of the excess secondary places eliminated, so that by 1991 rather more than a million empty desks and chairs will have been removed. Using the Audit Commission's figures, that would suggest an eventual saving (on paper at least) of about £150 million a year.

The draft repeats ("consolidates") the *Better Schools* clauses on preferred minimum sizes for schools of all types, including the stipulation (which many schools don't satisfy) that schools with sixth forms should be able to expect 150 pupils in the 16-18 age-range.

Many authorities have yet to face the full impact of falling rolls at secondary level. As in the continuing saga of Oxfordshire, where a hung council wrestles with a series of bitter choices, the force of circumstances rules out the option of doing nothing. The object of teachers and parents should be to get the scheme which makes most sense, not to fight the best losing, rearguard, action. But, of course, "save our schools" groups will continue to fight to the death at grassroots level.

A lot will depend on Mr Baker. At Coventry, last month, he promised to look at ways of speeding up decisions at his end in the light of scathing criticism from the Audit Commission. But the draft circular has more weasel words about "schools of proven worth"—yes, the phrase surfaces once more—and seems if anything more meatily-mouthed than *Better Schools*. The politics of school closures and mergers will continue to outweigh the pedagogy and economics.

no comment

"Sutton councillors and parents' leaders spoke out this week against the Commons decision to ban the cane in Britain's schools. Clare Fancote, Tory councillor for Sutton Vesey, said: 'Corporal punishment never hurt anyone'. Sutton Chronicle Observer, July 25."

Second opinion

Why heads must look outwards

Andrew Rowe MP makes many comments in his article (TES, July 25) on how to shape heads to shape schools. He is right when he says that headteachers are given the wrong manager ought to possess. He is right when he says headteachers are not prepared. And he is right when he says staff development should be a priority for heads. But what educational need is a staff college.

The statements I have made are not so much my own as a reflection of those made by upwards of 100 headteachers and other senior staff who have, over the past few years, experienced some of the industry's techniques and approaches to management training through the workshops provided by the Understanding Industry/Rank Xerox project. Those of us involved in organizing and running these workshops have been constantly impressed by three things: the quality of the people managing education service; the complexity of their task; and the frustration of largely inward-looking professions.

Headteachers, advisers, inspectors, "providers" from bodies of higher education, and most recently, chief education officers, across the UK have been given the opportunity to share the facilities of the company training centre at Newport Pagnell, Buckinghamshire, the training expertise of John Edwards, one of Rank Xerox's generation of networkers. They have valued the experience particularly because it has been outside the walls of education.

At all stages, the clients have consulted about their needs. The priorities are team-building, management, negotiation skills, and role clarification, self-awareness, current issue treatment, problem-solving and performance management. What they want above all is to be able to deal with the issues which have been successfully dealt with by other fields of management.

At UBI/Rank Xerox, we have recently launched the national education programmes unit. One of the targets is to increase opportunities for sharing the company's long experience in management training with school educators, and for moving forward together. With the backing of the Society of Education Officers, we are working on one project with Hampshire to produce a model for the need for shared responsibility among local education authority officers, advisers and heads.

The task which faces us—and I see this as a joint responsibility for education and industry—is to find a means of extending the kind of provision which, by definition, education is unable to supply itself, and of integrating that provision into the other systems which have begun to flourish over the past three years under the auspices of the national development centre.

school management training at Brunel. Education has done much during the time to move towards a collaborative strategy of management development in-house management programmes and specific courses.

If we can find a way to extend the good practice within the profession itself, then we may have a recipe for the managers and aspiring managers of our education service without locking them away in another educational institution.

Ruth Howell is joint director of the UBI/Rank Xerox national education programmes unit.

IN BRIEF



Land's End tragedy

NUT issues school trip guidelines

At least two teachers should accompany pupils on school trips in case children need to be taken back to school or to hospital, or some other problem arises, according to the National Union of Teachers.

New union guidelines also say the pupil teacher ratio on school trips should never be greater than 20 to one and may need to be smaller on occasions.

The guidelines, which give members advice on legal responsibility, organization, supervision, discipline, financial arrangements, insurance, transport and information for parents, were drawn up by a union committee in the wake of last year's tragedy at Land's End, when four Buckinghamshire schoolboys drowned.

Teenage facts

A digest of information about teenage lives and attitudes has been published by a market research company, aimed at companies worried about the contracting youth market. The book covers aspects of education and demography, called from government statistics, and data about how young people spend their leisure time and money.

Youth Facts '86 Marketing Directors Ltd, 1 Palace Gate, Hampton Court Road, Hampton Court, Surrey KT8 9BN. £75.

Building costs

Details of major educational building projects are to be collected and published by the DES in an effort to help L.E.A.s keep down building costs. Mr Bob Dunn, junior education minister, said they would provide benchmarks by which each authority could judge its performance.

Course approval

The approval of initial teacher training courses at the University of Bath, Christ Church College, Canterbury, the University of Bristol, Birmingham Polytechnic and the University of Leicester, by the Council for the Accreditation of Teacher Education, has been confirmed by Mr Kenneth Baker, the Education Secretary. No action is to be taken on the recommendations for changes to courses at Hertfordshire College of Higher Education pending the likely amalgamation of the college with Hatfield Polytechnic.

Brain disease

Doctors have identified a carrier of the brain disease meningitis following tests on 350 pupils at Park Infants School, Stonehouse, near Stroud in Gloucestershire. The tests followed the death from the disease of Christopher Knight, aged seven, a pupil at the school, two weeks ago. More than 100 people have suffered from the disease in the area since 1981 and at least three children have died.

VCs appointed

Professor Derek Burke, former Pro-Vice-Chancellor of Warwick University and Scientific Director and Vice-President of the Canadian biotechnology company Allelix Inc. is to be the next Vice-Chancellor of the University of East Anglia. Professor Burke, who is 56, was involved in the discovery of interferon, a potential anti-cancer agent. He takes up his post in January 1987.

Small schools to contest Baker closure package

by Barry Hugill

Supporters of small schools have pledged to fight Mr Kenneth Baker's exhortation to local education authorities to cut dramatically the number of primary and secondary places.

L.E.A. leaders have claimed that Mr Baker, during his time at the Department of the Environment, made it more difficult to justify school closures to the electorate by tightening up controls on the use of capital receipts from the sale of redundant school buildings.

In a draft circular issued on Tuesday, Mr Baker said that L.E.A.s should attempt to reduce surplus primary school places by half and secondary ones by three-fifths.

The DES estimates there are currently 4.6 million places in primary schools, although by 1991 there will only be 3.9 million pupils. There are 4.1 million secondary school places but by 1991 there will be only 2.8 million pupils.

Mr Baker has praised the L.E.A.s for removing 850,000 places over the past four years. He has, however, called on them to do even better and set a new target of 230,000 places to be removed annually for the next five years.

This goal implies up to 600 secondary closures—about six in every L.E.A. The circular stresses that decisions about closures are entirely in the local authorities' hands.

Redundant places are estimated to cost £100 a year each in the primary sector and £170 a year in the secondary. The DES says that £750 million could be saved over five years if Mr Baker's target were met.

Three months ago the Audit Commission recommended that 1,000 secondary schools should close to clear the surplus.

Coping with falling rolls is a potential minefield for any Education Secretary. Only last month, the "No Turning Back" group of right-wing Conservative MPs hailed the virtues of small schools. Local authorities of all political complexions are reluctant to upset electors by closing local schools.

Mr Baker has attempted to appease critics by stressing that the case for rationalization is an educational, not an accounting one. "The circular is about creating the right conditions for raising standards and improving quality," he said. "The size of schools is a key factor in their ability to deliver the right sort of curriculum."

He also stated that parental preference should be taken into account where any reorganization was proposed.

osed, especially with grammar, denominational and single-sex schools.

Mr Baker's softly-softly approach to selective schools has drawn the predictable charge of hypocrisy from the Labour Party and the National Union of Teachers.

Mr Giles Radice, Labour's front-bench education spokesman, said Mr Baker had no right to lecture L.E.A.s when his department was so notoriously slow in approving reorganization proposals.

An NUT official criticized the Secretary of State for offering special treatment for selective schools. "He must accept that if he wants a general contraction in the secondary sector then some selective schools will have to close," he said.

More worrying for Mr Baker must be the criticisms of the local authority associations and of the pressure group campaigning for small schools.

The local authority associations were represented on the working party that did the groundwork for the circular. They are, on the whole, sympathetic to Mr Baker's plea that more surplus places be cut, but unhappy over certain aspects of the circular.

In particular they resent the restriction of their use of receipts from the sale of redundant buildings and playing fields. Under existing rules, they can only spend 30 per cent of receipts from sales. That money must go on the capital programme so they cannot, for example, use it to buy more books or employ more teachers.

As Environment Secretary, Mr Baker was instrumental in proposing a further restriction on the use of capital receipts. He suggested that the money received from sales must first be used to pay off existing capital debts before it could be spent on anything else.

Mr John McLeod, deputy education officer of the Association of Metropolitan Authorities said: "We are very concerned that any savings made should be available to the L.E.A. for reinvestment in education. The restrictions on capital spending mean there is not much incentive for any authority to go through the traumatic and electorally damaging process of rationalizing its schools."

Mrs Molly Stiles of the National Association for the Support of Small Schools, vowed that Mr Baker would be "deluged" with protests from parents in rural, and city areas.

Mrs Stiles and her supporters are determined that no popular school should be shut without a fight.

The new guidelines

Primary schools
They should normally be able to justify employing three teachers, although some smaller schools may be justifiable in exceptional circumstances. Infants (5-7), (5-11) should have at least one form of entry and 7-11 schools at least two forms of entry.

Middle schools
For 8-12 schools a minimum of two forms of entry, for 9-12 schools, three forms of entry.

Comprehensive schools
An 11/12-16 school should have no fewer than six forms of entry.

Sixth-forms
These should have around 150 students.

What the l.e.a.s say

Lancashire
Mr John Earnshaw, deputy director of education, said a "substantial number" of their 850 schools wouldn't meet the new guidelines. "It will be interesting to see how firm they are and whether the Secretary of State will stick to them in dealing with an individual proposal." His authority, with the backing of both political parties, recently proposed the closure of a two-teacher school with 20 on roll. "This was turned down."

Newham
Mr Andrew Panton, head of schools division, pointed out that the authority's policy was not to close schools. None had closed in the past four years. Only a few schools would fail to match the guidelines, he said.

Newcastle upon Tyne
Brian O'Reilly, director of education, said: "We just had a classic case—Mr Baker has just turned down our application to close a 5-11 primary school with only 60 on roll which was built for 300. He doesn't practise what he preaches."

Inner London Education Authority
It was pointed out that ILEA has been congratulated by the Audit Commission on its progress in reducing schools already. In 1979 there were 834 primary schools, now there are 764. But primary school rolls are rising by 20,000 over the next 20 years and ILEA is building 18 new schools and extending many others.

DES boost mooted after election win

The Prime Minister is understood to be considering an expansion of the Department of Education and Science in the event of a Conservative victory at the next General Election.

She is said to have accepted the argument of Lord Young, the employment minister, that education and training must be dealt with by one department.

Last week she told a meeting of the backbench 1922 Committee that 11 policy groups had been established to plan for the next parliament and up to the turn of the century.

Mr Kenneth Baker, the Education Secretary, will chair the education policy committee. His deputy will be Mr Kenneth Clarke, currently number two to Lord Young of the Department of Employment.

Lord Young will chair the employment committee and his deputy will be Mr Chris Patten—Mr Baker's number two at education.

The policy committees will report towards the end of the year.

Membership of the committees has not yet been finalized and it is understood that membership will not be restricted to ministers and MPs.



Kenneth Baker... policy guide

Dunn hits out at Bishop

The Bishop of Durham, the Right Reverend David Jenkins, who recently called for an end to church schools, was sternly rebuked this week by Mr Bob Dunn, education junior minister. He told a meeting in his Dartford constituency on Wednesday that the existence of church schools made it possible for parents to have their children educated in an environment based on their own beliefs and values.

At the Centre for the Study of Comprehensive Schools conference in York last month, Dr Jenkins said he was committed to making the church schools in his diocese work, but that they should be phased out in today's pluralistic society.

Rows as MP calls for head to quit

by Sue Surkes

A Tory MP is to write to Mr Kenneth Baker, the Education Secretary, following demands by parents that a school headteacher in his constituency be replaced.

The row centres on her introduction of modern teaching methods since Mrs Jill Silbhorr, chairman of Surrey's education committee. In a covering letter, he said he was surprised Mrs May was still in post "in view of the fact that she had been removed from her post."

Local authority education officers have called a special meeting of the school's governors to explore ways of healing the rift.

But an NUT representative has challenged the parents to specify their grievances and has attacked the MP for Reigate, Mr George Gardiner, for possibly prejudging the outcome of the affair by his willingness to discuss it in public.

A petition from 91 families has asked for the removal of Mrs Barbara May, head of the 290-pupil Woodmansterne first and middle school in Banstead.

A separate statement is said to have been drawn up by 14 families who say they have removed their children from the school either directly or partly because of her headship.

Mr Gardiner sent the documents to Mrs Jill Silbhorr, chairman of Surrey's education committee. In a covering letter, he said he was surprised Mrs May was still in post "in view of the fact that she had been removed from her post."

May was still in post "in view of the fact that she had been removed from her post."

The MP, who was due to meet Mrs May yesterday at her request, said this week that the issue centred on a lack of confidence among the 60 per cent of parents who had signed the petition and complained about the head's attitude towards them and the staff.

Mr Ernest Twiddle, Surrey's deputy education officer, said the petition had come after months of parental "disquiet", sparked by the introduction of modern teaching methods and the

pace of change.

"We have tried to give help and advice to the headteacher, hoping that this would remove the disquiet. We had hoped things would get better. But that petition does not seem to suggest that has been the case."

He added that educational standards at the school had been maintained.

Mr Tim Stone, the NUT regional official advising Mrs May, called on Mr Gardiner and the parents concerned to "come to the point", saying: "They need to say precisely what they are critical of."

And he attacked the MP for speaking out publicly on a matter for Mrs May, her union and her education authority.

"It is disgraceful she has been put in this position by her Member of Parliament," Mr Stone said: "It has made it virtually impossible for the matter to be dealt with fairly by Surrey."

Professional Association of Teachers

WHAT EVERY TEACHER NEEDS TO KNOW

PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. In 1986, there has been a further increase in membership of several thousands.

PAT was responsible for the referral of the 1985/86 dispute on teachers' pay to ACAS and is committed to establishing professional conditions of service and professional levels of salary.

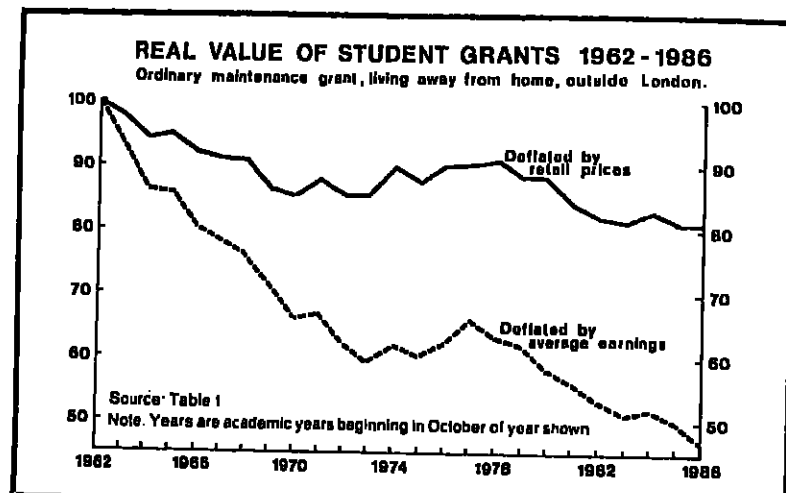
PAT has shown it is possible to advance teachers' interests without harming pupils' education.

PAT is not allied to any party political group and has parliamentary consultants and advisers in the Conservative, Labour and Alliance sectors. If you wish to join PAT, all you need do is write to the following address (no stamp required):

Professional Association of Teachers
FREEPOST
Department EW
98 Friar Gate
Derby DE1 9BR

Let the parents borrow

Christopher Johnson, economic adviser to Lloyds Bank, says student grants need a 13½ per cent boost to restore their purchasing power to a benchmark against which any mixed system of grants and loans should be set, and adds his own twist to the loans debate



OECD figures (OECD Observer, January 1985) the UK had only 37 per cent of its 18-year-olds enrolled in any kind of education in 1981, less than any other major country. The comparable figures were 43 per cent for France, 55 per cent for the United States and 72 per cent for West Germany.

Improving the system

Every few years the idea of student loans to supplement or replace grants is raised in the UK, only to be buried under a blanket of objections. Most other countries have loans, either alone or in combination with grants. The case for and against loans was set out in the Robbins Report on Higher Education in 1963 (Cmd 2524, HMSO). Loans are justified because higher education improves the student's income, as well as the return to society, so it is right that the student as well as society should make some investment in human capital. This is

Table 2: Participation in higher education Great Britain

Year	Age participation index	Qualified participation index
1970/80	12.4	87.0
1980/81	12.4	86.0
1981/82	13.1	84.1
1982/83	13.4	83.8
1983/84	13.2	81.8
1984/85	13.7	83.3

Number of initial home entrants under 21 as % of 18 and 19-year olds. Number of initial home entrants under 21 as % of number of qualified school and further education leavers in previous academic year.

Source: The Government's Expenditure Plans 1988-97 - 1989/90, Cmd 8702-11, table 3.12.10.

truer in some academic subjects than others, with the more vocational courses, such as law and medicine, yielding the clearest advantages. It may be administratively difficult and expensive to secure the repayment of student loans, as US experience shows.

The other argument in favour of loans is that they make the student value education more highly, because it has to be paid for and the choice of subject may be biased in a more practical direction - not necessarily a plus point. On the other hand, the debt burden may have an adverse effect on students as they seek to make their careers, and women in particular may find that the "negative dowry" of their educational debt is a disincentive to potential husbands - a less potent argument today than in 1963. Lord Robbins withdrew the adverse judgement of his report on student loans in a subsequent publication (Higher Education Revised, Macmillan, 1980). He had come round to the proposal of Professor Alan Pesta that some of the objections could be dealt with by the principle that student loans should be repaid only if subsequent earnings were above a level judged sufficient to permit repayment. Since the Robbins Report was published, the shortage of public funds has also become a major argument for supplementing student finances with loans rather than grants.

Loans are always cheaper than grants from the State's point of view, so there is generally some marginal advantage in substituting the former for the latter. But loan schemes vary enormously in their generosity,

according to the interest rate, repayment period, and forgiveness conditions. Some loan schemes are almost as expensive as grants, particularly when the administration costs are reckoned up, while others offer a genuine cost saving. The fact that student loans have proved expensive to the public purse, for example in the US, does not argue against all such schemes. It shows only that they have to be carefully costed, and if possible limited in terms of both scope in numbers of applicants, and subsidy per head in interest and repayment terms.

A reform proposal

Any reform of the UK system must begin by restoring the lost purchasing power of current student grants. Table 3 shows the 13½ per cent uprating that would be needed to restore 1962-63 grants to the purchasing power of 1979-80, which, conveniently, was the same as the average for the previous decade. This would raise the cost of undergraduate and postgraduate higher education grants by about £125 million from £600 million to £725 million. This assumes that parental contributions remain broadly unchanged, and that the State's costs rise by 21 per cent. However, the way in which parental contributions are assessed creates anomalies, and is in need of review.

The cost of the additional student grants would be similar to the amount spent out of the social security budget in 1985-86 to top up the existing inadequate levels of grant - about £120 million. The Government has announced as part of its social security review measures to restrict the access of students to social security benefits, and a rise in grants would in itself make it less necessary for students to claim such benefits. It is generally agreed that financial aid to students should be channelled as far as possible through the educational system rather than through social security, and indeed they would be no better off in the aggregate if they lost as much in social security benefits as they gained in grant.

The higher level of student grants forms the benchmark against which any mixed system of grants and loans should be set. The aim should be to see that all students get the same, whatever the means of provision. Rather than the present system of turning loans into grants to a degree dictated by the student's future income level, it would be preferable to retain the present means-test element, and use existing parental income as the criterion. Students whose parents' income comes below a certain level would, as now, get the full grant, at the new, higher level. There would then be a scale of parental contributions, exactly as now (see Table 4). The difference would be that parents' contributions would not increase with the once-for-all rise in the total grant, in a smaller proportion of the total grant. In view of the backbench revolt against Sir Keith Joseph's proposal to increase parental contributions to October 1984, this would be in line with political realities.

The main difference between our scheme and the existing arrangements is that parents would be encouraged to borrow their contribution to their sons' and daughters' education, rather than

finding it out of income and savings. This would require tax relief. At present most parental contributions are subsidized by the tax relief afforded by deeds of covenant. At a 29 per cent income tax rate, the cash contributions are increased by 41 per cent. Some time-some details of the covenant system, which now costs the State about £80 million a year, need to be rectified. The amount covenanted should be able to rise in line with student grants, that is, the inflation

Table 3: Undergraduate grants adjusted for inflation

	1962-63 Actual	1979-80 value
Athome	1510	1716 (+13.5%)
Outside London	1801	2160 (+25.0%)
In London	2240	2550 (+13.4%)

rate, and should be recoverable in advance, rather than after the end of the tax year, so that it becomes cash in the hands of students.

An additional tax relief should be given in the form of interest relief on student loans, whether - as most likely - taken out by the parent, or by those students with an income of their own against which to deduct interest (see Table 3). If, as we believe, it is right to deduct interest for mortgages - as well as for business borrowing - then loans for investment in human capital should also qualify. The cost would be minimal. Parental contributions are now running at about £300 million a year. If they were all loans, the fund outstanding might rise to £2.3 billion, given reasonably short repayment periods. Interest at current rates - say 3 per cent over base - might rise gradually to £240 million a year, and the tax relief to £75 million.

Some banks already lend to parents to help pay for their children's education.

	1988/87 Residual income	1988/87 contribution	Interest at 13%	Tax relief at 29%	Interest net
8500	11100	362	47	14	13
12000	18200	1382	180	52	128
20000	28200	2332	303	88	215
27872	43007	43007	569	182	377

Source: Department of Education and Science, first two columns. Maximum contribution (for more than one student).

tion. A typical special higher education loan without security, might give parents £2,000 a year for three years at an interest rate below that on other personal borrowing. The student's account is with the bank. Repayment either begins after the end of the three-year course, or can be in a lump sum at the end of the course, or in a combination of the two. Parents are encouraged to make the loan go further by linking it with a deed of covenant.

Schemes of this kind would become even more attractive with tax relief on the interest. Since both the scale of the parental contribution, and any bank's willingness to lend to parents without security, are dependent on parental income, many student loans could be made to parents on commercial terms. Competition between banks to get students' accounts would make them keen to promote such business. As time goes on, some parental higher education loans may be transferred to students, particularly where their income is higher than that of their parents.

There will inevitably be cases where

parental applications for student loans are turned down by banks. For example, parents may already be over-indebted with mortgage and other loans. There should, therefore, be an official lender of last resort for higher education system. This could be carried out by local authorities, in either the same way as they have been carrying out such duties, or by banks having been awarded a slightly less attractive loan rate offered by banks, or it will become a first rather than a last resort, and result in an unduly small increment to the public sector borrowing requirement.

Bank schemes have been developed both to build on the present means-tested grants, parental contributions, and tax-relieved deeds of covenant, and to limit extra costs to the public purse. Under present arrangements, for example, a system of bank guarantees for bank higher education loans would add to the public sector borrowing requirement. It would be best to avoid large-scale guarantees and to limit public involvement to a relatively small amount of directing, plus modest tax relief on occasional loans. If the Government wishes to run the last-resort student loans itself, and keep it out of the hands of local authorities, it could set up a central lending agency. It could help to set up an institution for higher student loans from the bank's sector, securitizing them. The US "Sal Mac" - the Student Loan Guaranty Association, is a good precedent in the private sector, profit-making but owned by universities, banks and other financial institutions, but not the Federal Government.

The total cost of these proposals would be modest. The upping of student grants would cost £125 million and the tax relief on loans another £75 million, and that would be about £200 million. Perhaps another £50 million a year of public sector borrowing would be required. For an extra £250 million a year a viable system of student finance could be designed to replace the present ramshackle and penny-pinching arrangements. Part of this, however, the Government must be able to set up more adequate financial arrangements for the universities themselves, with a rise in the number of student places, which must not attempt to cover here.

Conclusions

1. Student grants have fallen behind inflation, and should be increased by 13½ per cent to restore their purchasing power of seven years ago.

US assessment for mature students

by Hilary Wilce

A special American technique for assessing the suitability of mature students without traditional qualifications for degree courses has been imported by the Government for adaptation in Britain.

The scheme measures candidates' psychological aptitude to study. People assessed under the system are interviewed in an informal, almost rambling way, and asked to relate details of recent episodes in their lives. The information gleaned is then coded, and compared with a list of qualities which have been established as contributing to the success of existing students. These include planning skills, success-orientation, restraint and application.

Mr Stephen McNair, head of the Unit for the Development of Adult Continuing Education - part of the

Leicester-based National Institute of Adult Continuing Education - said: "If you ask someone why they want to be an engineer, they tend to say what they think you want to hear. But if you ask them to describe how they successfully ran a stall at the school fete, they haven't got a clue what you're looking for."

UDACE has been given £69,000 by the Department of Education and Science to run an 18-month project to see if the scheme can be successfully adapted for use in this country.

The original technique was developed for industry by a professor of applied psychology at Harvard University, and has been used to select American fighter pilots and army officers. It was adapted for educational use by the Council for the Advancement of Experiential Learning in Maryland.

where it was spotted by visiting DES officials.

In this country, interested universities and colleges are to be asked to second staff to be trained in the technique, known as the student potential programme.

Mr George Walden, the minister responsible for higher education, said: "I hope this project will show us a way to tap the enormous unfilled talent possessed by mature people who could benefit from degree-level studies."

"What we are seeking to overcome is the simple but daunting barrier of how to assess their suitability for degree work in the absence of traditional qualifications."

Mature students are often at a disadvantage when competing with "safe" 18-year-old candidates with good A levels, even though research

shows mature students perform well at degree level.

The proportion of students aged 21 and over entering degree courses is small compared with countries such as the United States. In the universities it is 8 per cent, while in public sector institutions it is just over 30 per cent - and neither figure has shown any significant rise in recent years.

The project has been welcomed by adult educators, although many point out that the problem of increasing the numbers of mature students is not just one of selecting candidates, but also of a shortage of money and places.

Mature students can need extra support for access courses, counselling, and greater financial backing than others. They also tend to be one of the first groups squeezed by any higher education cuts.

College braces up to tackle debts

The council of University College, Cardiff, is to meet urgently this month to decide its response to an unprecedented move by the Department of Education and Science to scrutinize its finances.

The college, which has a £4.5 million deficit, is to have its balance sheets examined monthly by a three-strong University Grants Committee team to monitor its progress towards getting back into the black.

A letter from Sir David Hancock, Permanent Secretary at the DES, announced the move, which expressed concern about slow progress towards appointing a successor to Dr Cecil Bovan, the college principal who retires next year.

The letter is a clear signal that the department is determined to force the college urgently towards stricter financial controls. In June, a report by the accountants, Price Waterhouse, commissioned by the DES, suggested that the college's debts could rise to £8 million by the end of the decade, and that redundancy and the closure of departments might be needed to rectify the position, it suggested.

But the college authorities disputed the report, saying many of its findings were "the subject of legitimate difference."

Following this response, the DES considered a number of radical moves to prompt the institution to take action, including cutting off its grant for a month. Although this was rejected, continuation of the grant will depend on good progress reports from the team of scrutineers, under the leadership of Sir Peter Baxendale, a director of Hawker Siddeley and Shell Trading and a UGC member.

A spokesman for the college said this week that no formal response would be made until after the emergency council meeting, although talks were going ahead with lecturers and other groups.

The move comes as individual universities are beginning to implement the budget cuts announced by the UGC in May.

Salisbury University has announced that more than 70 staff posts will have to go by next month to meet a cut of four per cent in real terms, a shortfall of £1 million in 1986-87. Twenty-three of the posts are academic.

Professor John Ashworth, vice-chancellor, described the cuts as "a miserable reward for our achievements over the last five years."

Shot in the arm for research

The Economic and Social Research Council is to allocate more of its funds to education research, within a new five-year corporate plan.

By 1991, education and human development issues are to receive 13 per cent of the council's research funds, an increase from their present 11 per cent. A study of the "brain drain" in social sciences and humanities was also identified as a priority objective.

The science budget must be restored to its 1980 level, the Education Secretary has been told by his advisers on scientific research.

The Advisory Board for the Research Councils, which oversees the research councils and advises on the allocation of their funds, has warned that research is being cut just when economic and social demands on the science base are growing.

In advice to Mr Kenneth Baker, the ABCRC says that science spending must be increased by £35 million in 1987/88 (£628 million has been set aside already), and by £60 million in 1989/90.

The Future of the Science Budget. The Government Response to the First Report from the Education, Science and Arts Committee, Session 1984-85. Published by HMSO, £2.40.

Attack on 'confusing' sex lessons

Parents' rights in the education of their children get little respect from today's sex educators in schools, according to a book published this week.

In *Family Portraits*, a book of essays defending the "nominal" family, Mrs Valerie Riches, secretary of Family and Youth Concern, maintains the sex education lobby confuses pupils about whether anything is "right and wrong" and presents only one moral absolute - the use of contraceptives.

Because of the idea that anyone questioning sex education must be some sort of crank, "parents feel intimidated and are afraid of approaching the authorities."

Yet both the 1944 Education Act and the European Treaty on Human Rights stress the right of parents to have their children educated in accordance with their own wishes and beliefs, the book points out. While parents can withdraw their children from religious instruction, they have no such liberty in regard to sex instruction.

The author challenges the Health Education Council - one of the principal sex education agencies - that there is no evidence to support the view that school sex education encourages experimentation.

Family Portraits, Edited by Digby Anderson and Graham Dawson. The Social Affairs Unit, 2 Lord North St, London, SW1, £4.95.



The new principal of the London College of Fashion, Mrs Susan James, currently an Inner London Education Authority inspector for art and design. Mrs James, 46, is a specialist in embroidery and lithography, and lectured at the Epsom and Central Schools of Art and Design before joining the LCEA. She is keen to develop links between design education and industry.

Howell calls for sports re-think

by Bert Lodge

At four o'clock each day, both in and out of term, control of sports facilities in nearly 30 Birmingham schools passes from the education authority to the leisure services department, a conference of physical educationists heard this week.

Mr Denis Howell, former Labour minister for sport and MP for Birmingham Small Heath, told 100 former students celebrating the golden jubilee of PE at Loughborough that sport must be seen as a social service.

"The battle to get sport recognized as a community service has been fought and won and - let's rejoice - right across party lines, in Birmingham. The result is truly sensational. Swimming baths, squash courts and running tracks come alongside arts centres, workshops and theatres giving the whole neighbourhood a first class leisure service."

School sport is the foundation of British sport, Mr Howell claimed. "We were the first country in the world to promote physical education as a compulsory part of the school curriculum. Yet school sports associations are disgraced and underfunded." He criticized the Sports Council for giving such low priority to helping them.

He explained that when he was a junior education minister, he found himself at odds with some teacher unions about their voluntary service. "If, as I believe, sport is not just at the periphery of life but its very essence, then I wondered, why, it was not

recognized as an essential part of teaching activity rather than as an evening or weekend voluntary pursuit."

He also cited the new found opposition to sport of any sort being played in school if it had a competitive edge. "I have rarely heard such nonsense. It is impossible to play games unless someone is seeking to win - which inevitably means that someone must lose. This is a fact of life."

"No headteacher in the country and certainly no education authority can stop youngsters getting together to play their games nor can they stop some of them winning. I suppose the people opposed to team games will try to be ring-a-ding-o roses next on the extraordinary grounds that the last one to fall down is a failure."

Mr Howell said the importance of sport could only increase in a world of enforced leisure through unemployment and technological change. Yet this was still not being understood or provided for by government.

The poor quality of many pitches for football, cricket, rugby and hockey illustrated the prevailing priorities. "Many pitches are quite disgracefully prepared today," he said. "They are positively dangerous. The gang mow may be economical but it is the enemy of sport. And how can so many cities have such large numbers of youngsters waiting to play cricket and football and unable to get a pitch?"

D	I	A	R	Y
I	A	R	Y	
A	R	Y		
R	Y			
Y				

Express wish

British Rail experienced some problems "getting there" with junior education minister Chris Patten when he addressed the Professional Association of Teachers in Manchester last week. Patten was late because of delays to the train up from London. The return journey started thus - conference organizer Michael Best rings police to request courier to speed car journey from conference centre to station. "Can't help you. Try 999." 999 very helpful, sends out rider, who arrives after Patten's car has left. Mr Best rings supervisor at Manchester Piccadilly. "I want to hold up a train for a VIP?" - "What VIP?" - "His name is Christopher Patten. He's a member of the Government." - "What's he do?" - "He's the Minister of State for Education and Science." - "Is he very important?" - "Yes. Very important. That's why he's got to get back to London. For an important meeting." - "What's he look like?" - "Description follows. 'I suppose we can try. What train does he want?' - "The one for London." - "We can't hold that up. It's on time."

Late delivery

Mr Patten's Education Secretary Kenneth Baker, on a visit to the 11th World Congress on Reading in London. It was the Cabinet, not BR, which delayed him. He found Professor David Pearson of the University of Illinois, Champagne, who was meant to follow him, already in full flow. He had earlier refused to cut his 88-minute speech on teaching methodology to allow Mr Baker's quarter-of-an-hour more comfortably into the programme. Now he showed little sign of leaving his overhead projector to make way for the minister, who began looking agitated and clock-watched as time ticked towards another pressing engagement. Notes were exchanged with a conference organizer who subtly prevailed on Professor Pearson to pause. The minister said his bit and left. The professor triumphantly resumed his interrupted, but unexpurgated, address.

Radical change?

Leading candidate for allist story of the silly season is about Tory right-wingers trying to lift the under-achieving minister for schools, Bob Dunn. Rest assured, Mr Baker, your job is safe for the moment. The same cannot be said of Giles Radice. His days as Labour's education supremo are numbered. Neil Kinnock is thought to believe that tough John Cunningham, the party's environment spokesman, would be more of a match for Mr Baker than the gentlemanly Mr Radice.

And so to bed . . .

Jan Langtry, the civil servant responsible for making sure employers and teachers don't stich up the Government in pay negotiations, revealed the bleary-eyed trials of his job when he arrived late for one of the sessions at the recent Coventry talks. "You have to see everyone else to bed first, so you know who's been talking to whom," he is reported to have said by way of apology.

Hero in hero

The Government's anti-drugs campaign "Heroins screws you up" appears to have laid an egg. Parents spotting posters in many a teenage bedroom, depicting a tortured-looking youth, thought the message had got well and truly home. Not so, it seems the poster is popular because the pale and haunted young man is seen as sexy by girls and rebellious by boys and has become a "mean, mean and moody" cult figure of the James Dean variety. Acronym

Students lack language skills

by Julia Hagedorn

Surveys in three British and three American training institutions have shown that many future teachers lack knowledge about English which is vital to the teaching of reading and writing. Some students were starting without the basic understanding of language needed to follow their courses successfully, though all had O level English and many had A level.

The results, as yet unpublished, were given to a small special interest group at the 11th World Congress on Reading and are certain to bolster any calls for an inquiry into English along the lines now being considered by the Education Secretary.

The first survey, carried out at Roehampton Institute of Higher Education in 1983 by Dr Joyce Morris, was undertaken because of her worries that the study of linguistics had been largely neglected in teacher training.

She believed colleges needed to know at the beginning of the course how much knowledge students had. With one exception, all 275 undergraduates who volunteered for the survey had passed O level English, and 53 per cent had gained an A level in the subject.

Yet only 18 per cent of the students could write down the comparative and superlative of 10 words in common usage. A total of 523 errors were made on the words "bad" and "good" including such mistakes as "badder", "baddest", "worstest", "gooder", "well", and "goodest".

Seventy-three per cent of the students were taking the BEd course - 13 per cent with main subject English - and were training to teach children in the 3-13 age range. The remaining 27 per cent were studying educational theory as part of their BA course.

The findings astonished Dr Morris. "Most of the results are quite frightening," she said. "A knowledge of many of the answers is vital for the teaching of reading and writing."

Ms Lynette Hollier, of Hertfordshire College of Higher Education, put



Book works: student teachers may be ignorant of the basics

the questions to 72 BEd students during their second week in 1984 and another 134 at the end of their first term in 1985. All intended to be primary school teachers except for a small group specializing in special education. Thirty per cent had A levels.

Ms Hollier found her students' results were almost identical to those at Roehampton. Moreover, the students who took the test a term later did no better than those answering it at the start of their course.

She said: "My impression is of very insecure young students basing everything on intuition."

The questionnaire was also given to

68 primary PGCE students at Leicester University's school of education and to 40 primary and secondary teachers of all ages on in-service reading and language courses at Leicester this year.

Ms Moring Hunter-Couch, tutor at Leicester, said her students' results showed that the experienced teachers attempted to answer the questions more frequently, but were also wrong more often.

The questionnaire was tried out in the United States with almost identical results. It was given to a total of 120 future teachers on three different courses - four-year state university, two-year junior college, and four-year private college. The results were calculated to give an average.

Most students thought the kind of linguistic knowledge asked for in the questionnaire would have been useful to them in their school English studies.

Dr Morris hoped that the results of the surveys would show there was a clear need for more linguistics teaching in initial training and for school language awareness courses.

However, as one former HMI with responsibility for teacher training warned, once the criteria laid down by the Council for the Accreditation of Teacher Education came into force, the time spent on language work in initial teacher training could be cut.

Mr Ron Arnold, who since retiring in June works half-time for the Inspectorate, told the group that in a survey he had carried out five years ago on primary BEds in 25 institutions, a variation of between 20 and 40 hours was devoted to language work, with 100 hours the average.

The CATE criteria, which lay down a minimum of 100 hours for language work, meant that what was once a mere average now became the norm. "Minima soon become maxima," Mr Arnold said. "The time a student is actually being taught can come down to 45 hours after taking into account time in school."

Speech therapy queue grows

by Mary Cruickshank

More than 800,000 Britons have communication disorders, over 1½ million have reading and language difficulties, according to new research.

A report by Dr Pam Enderby, speech therapist at the Frederick Hospital, Bristol and Dr Robin Enderby, lecturer in community medicine at Bristol University, says that nearly 10 per cent of pre-school children have speech and language disorders.

The findings, which the authors describe as "probably conservative", indicate that previous surveys, which health authorities are using to plan speech therapy services, have underplayed the extent of the problem.

The key Quick Report on speech therapy services, published in 1981, estimated that between 2 and 3 per cent of the normal school population had specific speech defects.

Dr Enderby said the research provided evidence for what many parents and teachers have long known - that the figure is badly out of line. What results in long waiting lists and children being treated very cursorily.

Children with speech impairment that remained inadequately treated were held back at school educationally and socially. They frequently became withdrawn and frustrated, or alternatively aggressive in their behaviour.

Dr Enderby believed that, as the urgent need to review the way speech therapists employed, his research was required to show which speech disorders benefit from different treatments. There was a strong case for more intensive treatment, rather than once-a-week sessions that barely touched the problem but attempt to keep up with waiting lists.

The survey was carried out in co-operation with Voluntary Organisations Communication and Language (VOCAL), an independent body which brings together the work of 25 voluntary speech and language therapists. As well as highlighting public awareness about language problems, VOCAL aims to encourage doctors, medical teachers and other allied professionals to work more closely with speech therapists.

Among its other projects is an investigation into the role of speech therapy in education.

Speech and Language Handbooks for Schools: Knowing the Size of the Problem. Copies are available, price £1.50, VOCAL, 336 Brixton Road, London SW9 7AA. Telephone 01-274 0000.

Under-fives neglected

Only one local authority provides nursery places for at least one-third of the young children in its area, a survey has found. Most provide for fewer than one in a hundred.

The figures obtained by Mr Peter Harman, Labour spokesman on education, show that nine authorities make no day nursery provision for under-fives. These include: Warrington, Barnsley, Wiltshire, Rothamsted, Dudley, Warwickshire, the City of Wight, Cornwall and Shropshire.

Kent, with 92,500 under-fives, offers just 15 places. Best catered for are the 100 young children in the City of London, of whom 26 can attend on all day nursery.

Areas without provision complained they have few working women. Mr Harman said, since now there is a woman working.

Councillor quits

A Labour councillor, James Howard-Johnston, is to resign his seat on Oxfordshire County Council because his wife, the novelist Angela Huth, is sending their five-year-old daughter Eugenie to a private school. Mr Howard-Johnston, fellow of Corpus Christi College, Oxford, who went to Eton, feels he must practise what he preaches.

Primary Index

History through drama	14
Children's literature	20
Children's television	24

Two of the questions asked...

Please give first the comparative form and then the superlative form beside each adjective:

Pat, fine, sly, bad, tall, good, rough, merry, beautiful, curious.

	Roehampton %	Hertfordshire %	Leicester PGCE %
No answer	21	24	4.4
All incorrect	5	6	0
Some errors	58	48	51.5
All correct	18	18	44.1

Some examples of wrong answers were:
bad (badder, naughty, good, baddest, badest, worstest.)
merry (merryer, happy, merryest, merriest, sad.)
good (gooder, well, well-behaved, goodest, bad.)
beautiful (beautifuler, pretty, ugly, beautifulst, loveliest.)

In the following sentences, please put a stress mark ' before the syllable which has primary 'strong' stress in the words conduct, produce, content, project, console.

- 1 The conduct of the conductor was strange when he began to conduct.
- 2 In the market, the farmer began to produce his produce.
- 3 She was content with the content of her latest book.
- 4 Their project was to project new ideas on computers.
- 5 The sound from the console did not console her.

	Roehampton %	Hertfordshire %	Leicester PGCE %
No answer	14	8	0
All incorrect	17	18	8.8
Some errors	34	46	55.9
All correct	35	25	35.3

Advisory team helps Stamford Hill's climb

A team of four peripatetic advisory teachers has been drafted in to Stamford Hill primary school in the London borough of Haringey. Each one helps for one day a week with language teaching - because of concern over the lack of planning and programmes of work in the school.

A recent HMI report noted that the difficult behaviour of some children has been held in check by the presence of advisers.

The school has faced major problems since amalgamation in 1976, the inspectors say. There has been a series of acting heads and deputies and only two of the 11 staff have been at the school for more than two years.

Work in most areas of the curriculum has been hampered by the absence of any clear guidelines or planning. Scale post holders have little influence; overall standards in reading are low; writing in the junior classes is unsatis-

factory; mathematics work is narrowly conceived and based on commercial textbooks and topic work depends too heavily on television programmes.

"Most classes have recently introduced science but there is little evidence of work in history and even less of work of a geographical nature. Overall, the experiences provided are fragmentary, lacking in continuity and often failing to capture the children's interest."

Despite the large numbers of children from different cultures only one example of multi-cultural work was seen by HMI on their visit.

Standards of music in the school were poor and overall standards in art and craft and two dimensional work were very disappointing, HMI found. The inspectors concluded that much needs to be done in the school, including working with parents.

Mother tongue

The London borough of Merton is exploring the possibility of running mother tongue classes after school hours for its primary school children. The scheme has the approval of the Education Committee but is waiting for Home Office permission to use Section 11 money.

Primary Index

History through drama	14
Children's literature	20
Children's television	24

Boost for strike ban tops leaders' agenda

James Meikle concludes his reports on the PAT conference in Manchester

Leaders of the Professional Association of Teachers meet in Harrogate next month to plot the way forward for a union that has growing pains.

Their first move is likely to be a reaffirmation of faith in the total ban on support for any industrial action. That may seem unnecessary for an organisation whose *raison d'être* is its non-striking code, but it is an indication of how rapid rises in membership have helped create tensions within the union.

The uncompromising message is likely to make clear that any withdrawal of goodwill is considered disruption of a sort that betrays, in the association's view, the commitment to put children first.

Refusal to co-operate with an interfering local authority will also be considered out of the question if the hardliners' view does carry the day with the newly-elected 40-member PAT council.

Diversity of opinion among the grassroots was evident, both in debate and in conversation, at the union's annual conference in Manchester last week.

There has been, for instance, considerable support within the PAT for 18 members of the National Association of Schoolmasters/Union of Women Teachers who were suspended from Poundswick High School, Manchester, for refusing to teach five boys excluded by the school but reinstated by the authority.

Although local PAT members did not take industrial action, they went on marches bearing placards of support, and gave £500 to £600 to the NAS/UTW members from pay earned when other teachers staged two half-day strikes.

Dr Enderby believed that, as the urgent need to review the way speech therapists employed, his research was required to show which speech disorders benefit from different treatments. There was a strong case for more intensive treatment, rather than once-a-week sessions that barely touched the problem but attempt to keep up with waiting lists.

The survey was carried out in co-operation with Voluntary Organisations Communication and Language (VOCAL), an independent body which brings together the work of 25 voluntary speech and language therapists. As well as highlighting public awareness about language problems, VOCAL aims to encourage doctors, medical teachers and other allied professionals to work more closely with speech therapists.

Among its other projects is an investigation into the role of speech therapy in education.

Governors of a large comprehensive in Dorset are defying the Education Secretary in a dispute which could influence proposals to change the way headteachers are appointed.

The governing body of 1,800-pupil Budmouth School in Weymouth has refused to take part in selection interviews for a new head, because the candidate they favour, acting head Mr Jim Owen, has been excluded from the shortlist. The local education authority has shortlisted two other candidates.

The governors' refusal to take part has brought the appointment procedure to a halt, because the school's articles of government stipulate that governors must take part.

The delay brought a complaint from the L.E.A. to Mr Kenneth Baker who has ruled against the governors, saying they were in default of the school regulations. But the governors are still refusing to co-operate.

The dispute is relevant to a proposal contained in the new Education Bill, currently going through Parliament, to give new powers of selection to gov-

Delegates praised the NAS/UTW members for doing staff throughout the country a service in resisting local authority demands that they should continue to teach the pupils involved.

In private conversation, some argued that the initial refusal of the NAS/UTW members was a professional, managerial judgement, since they thought the quality of teaching and discipline at Poundswick could be impaired if the boys involved stayed at the school.

Some PAT members went even further, saying they too could have acted in the manner adopted by the NAS/UTW.

Such an attitude would clash with the renewed "militant moderation" that will emerge at the association's council meeting in Harrogate.

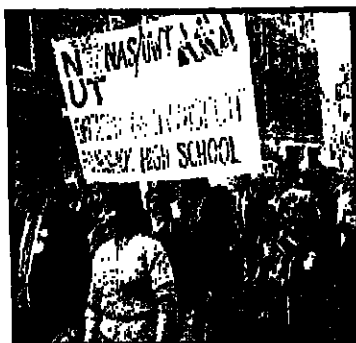
The PAT is preparing to bar from membership heads who belong to organisations which have not dropped the weapon of industrial action.

PAT leaders are increasingly concerned about possible conflicts of interest that may affect members who are also in the National Association of Head Teachers or the Secondary Heads Association.

Members of both organisations have recently taken industrial action and now heads in PAT will have to decide where their loyalties lie.

The split began in March after NAHT voted for a protest closure of schools for one lunchtime to strengthen a campaign for national agreements on midday supervision.

PAT has about 800 heads in its



Poundswick: NAS/UTW staff backed

The surge that saw PAT membership rise by 40 per cent last year has slowed considerably in the last few weeks but a 50,000 target for 1988 is

thought realistic within the association. Without a renewal of vows, however, there are fears that the recent success will melt away.

A more assertive stance is to be taken against members of other unions in schools where their disruption stops PAT members working normally.

A vocal element within the PAT now seems to be saying that teachers ought to be able to restructure the timetable and reorganize whenever they can if it is the only way of making sure children get the best possible schooling in times of trouble.

But there are also many who would object to hatching other unions. Several teachers remarked last week they would not stay in the PAT if it actively co-operated in any future attempt to force a no-strike agreement on the

profession. Nevertheless, there seems to be an aura of confidence among many members, not only in their continuing attempts to get recognition in local authorities - granted in 55 authorities so far - but also in their development of educational policy.

The union is to retain its base in unflinching Derby (cheap and central), but will move to bigger buildings (necessary even if the split with other organizations were not taking place), its foothold in further education is strengthened, and its involvement in Scotland increases.

But the typical PAT member is still a Scale 2 primary teacher and a woman and the concern for raising the profile of 3-11 schooling, against that of secondary and tertiary education, mirrors that in other unions.

Indeed, many of the topics on the conference agenda last week - opposition to Crown schools, concern at the role of the Manpower Services Commission, pension matters, support for a general teaching council, and even reluctance to cover for absent colleagues for more than a day - have been debated by teachers of other union persuasions.

Admittedly, the threat of industrial action is missing. Members realistically admit the strife in recent months (from which they remained aloof) has been a factor in raising the Government's interest in education.

They argue, however, that hurting children's education in the short term for a long-term goal cannot be justified. PAT leaders also point out that they approached Acs about an intervention 10 months before the pact that brought about the present talks on pay and conditions.

Governors spurn Baker job ruling

by Jeremy Sutcliffe

Governors of a large comprehensive in Dorset are defying the Education Secretary in a dispute which could influence proposals to change the way headteachers are appointed.

The governing body of 1,800-pupil Budmouth School in Weymouth has refused to take part in selection interviews for a new head, because the candidate they favour, acting head Mr Jim Owen, has been excluded from the shortlist. The local education authority has shortlisted two other candidates.

The governors' refusal to take part has brought the appointment procedure to a halt, because the school's articles of government stipulate that governors must take part.

The delay brought a complaint from the L.E.A. to Mr Kenneth Baker who has ruled against the governors, saying they were in default of the school regulations. But the governors are still refusing to co-operate.

The dispute is relevant to a proposal contained in the new Education Bill, currently going through Parliament, to give new powers of selection to gov-

Tories step into ballet bar row

by Sue Surkes

Tory councillors on Labour-controlled Brent council are to investigate the way discretionary educational grants are awarded following the refusal of an award to a ballerina on allegedly racist grounds.

And they have promised to support the parents of the 12-year-old girl should they decide to approach the Commission for Racial Equality.

Mr Arthur Steel, of the Tory group, said the investigation was prompted by the case of Jane Nolan, who was refused a grant that would have allowed her to attend the private Elmhurst Ballet School in Camberley, Surrey.

Jane, a pupil at the Royal Ballet School, was at the centre of a row last month when Labour councillors allegedly referred to ballet as a white, middle-class pursuit.

They were reported to prefer grant applications from Asians wanting to learn the sitar.

Mr Ron Anderson, Labour education chairman, subsequently denied that class or colour had anything to do with the decision.

Mr Steel said the Labour group recently took three to four minutes to approve more than 20 applications worth around £50,000. Around seven applications were deferred.

"The deferrals are the ones which may have to do with the white middle class. I have got to investigate to see if there has been a deliberate attempt to stop people getting them for this reason."

He expected to find evidence of unfair discrimination, but had no proof so far.

Mr Anderson was unavailable for comment.



TO FILL THEIR HEADS, YOU'VE GOT TO FILL YOUR PLACES

Education Courses Review is a special series of articles and features examining a wide range of courses in further education. If you're a student considering going on to further education, it had better be on your reading list.

Especially as this year The Sunday Times Degree Service introduces a unique feature which lists all the remaining degree courses available at polytechnics.

Alternatively, if you're a college with places to fill, it delivers a captive audience for your advertising.

Education Courses Review will appear in The Times every Monday for 4 weeks commencing 18 August, and for 4 weeks in The Sunday Times starting 17 August.

So reserve space now. Write to Stella Scrivener, Group Advertisement Department, The Sunday Times, Virginia Street, London E1, or telephone (01) 481 1066.

THE SUNDAY TIMES
THE SUNDAY TIMES
EDUCATION COURSES REVIEW

SCHOOL TO WORK



On the shelves: teenagers are channelled into family businesses

Chinese young long to get away from the take-away

The young Chinese in your local take-away probably hate their jobs, according to an official report out this week. It suggests that most Chinese youngsters are trapped in catering because they cannot get any other work.

Community tradition and educational handicaps combine to cripple the chances in the general labour market of youngsters who arrive in this country, says the Commission for Racial Equality, which studied 100 families in London and Edinburgh. Most of the youngsters had been severely hampered at school by language difficulties, and nearly two-thirds had left without any qualification.

Parents usually hoped the youngsters would get into the professions as a result of a British education, and did not see ordinary manual jobs as an acceptable alternative. Instead, they turned to their kinship network to provide jobs with long and unsocial hours, but reasonable pay, in restaurants and take-aways.

The Commission says that its research formed the general impression that Chinese young people dislike catering, but do not know of the available alternatives. More than half the youngsters and more than three-quarters of their parents had never heard of the Government youth programmes.

Even while they were still at school, nearly all the children whose parents owned businesses had to help run them at times, and their parents did not regard this as part-time work, even if it involved longer hours than most full-time jobs. They were rarely paid a wage.

Youngsters who tried looking for alternative work inevitably returned to catering. Many did not try because other manual jobs did not pay so well.

Employment prospects of Chinese Youth in Britain by Alfred Chan, Commission for Racial Equality, Elliot House, 10-12 Allington Street, London SW1E 5LH

Forces range to prevent cutting adrift of FEU

The local authorities and their colleges are preparing to contest fiercely any Government move to shut the controversial Further Education Unit out of the mainstream of educational affairs.

Ministers say that they want to hurry along the decision on the future of the unit, an autonomous DES-funded agency set up to review the further education curriculum and other aspects of provision. In interpreting its role as a licence to act as a watchdog for, as well as over, the colleges, the FEU often criticizes Government policies. A consultation paper promised for September is, now likely to be published this month.

It will say that the options are to:
☐ Leave the unit alone;
☐ Merge it with the Further Education Staff College; or
☐ Hand it over to the new National Council for Vocational Qualifications.

The local authority associations would prefer the unit to remain separate, whatever means may be adopted of persuading it to be more judicious in its choice of issues and the image it projects. They adamantly oppose its takeover by the NCVQ, where it would become the council's tame research and development arm, they claim.

The local authorities consider that this would be tantamount to saying that vocational objectives are the only things that matter any more in FE, and that there would no longer be any expert body to develop and promote college activity aimed at meeting the other needs of students or of the community.

And they point out that the education service would rightly resent the FEU continuing to pronounce on general matters such as staff develop-

ment, college organization, and teaching practice if it were under the control of a body dominated by industry and concerned almost entirely with the needs of employers.

They say that this would be particularly inappropriate since even Government ministers now admit that it is employers rather than the colleges that most urgently need to get their act together.

The authorities are not much happier at the idea of merging the FEU with the staff college, which they themselves already control. They say that the college exists for staff development and that any merger would have to leave the FEU as a separate operation carrying out a much wider range of activities.

But even if this kind of arrangement could be made to work, they fear it would still hinder the effectiveness of the unit.

The FEU has created an important asset in winning wide respect and trust among senior college staff - and, recently, in schools running pre-vocational courses - because it has not hesitated to champion their interests against the local authorities who employ them.

However inconvenient this may be at times, the local authorities value the existence of a body which commands such respect from the professionals. "How could the FEU retain this trust if it came under our direct control?" they ask.

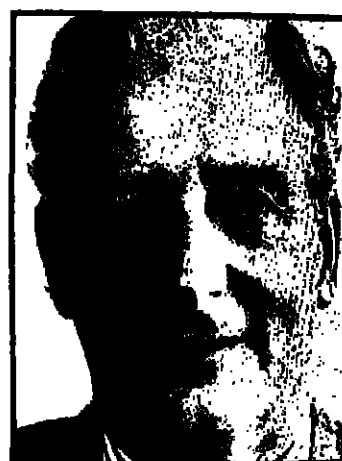
Self-interest, however, dictates another of their expressed concerns - that the Government would fund the

FEU on the same basis as the staff college, by adding an amount to the rate support grant which would be earmarked for this purpose. They strongly dislike this arrangement and resist its extension.

Mr Jack Mansell, the FEU's director, is striving to make sure that the colleges are heard in the debate over the unit's future. He is arguing that there should be an open invitation to any interested parties to reply to the consultation paper, rather than it being restricted to the bodies represented on the FEU board.

If the Government does decide to end the independent status of the FEU, it will have to think carefully about how the operation is to be wound down.

The unit has in hand something like £3.25 million worth of projects, including studies commissioned by the DES and the MSC, some of which are due to run for another two years or more.



Jack Mansell

Edited by
Mark Jackson

NEWS

SDP seeks flexible HE system

by Hilary Wilce

The Social Democrats propose a much expanded higher education system, based on a common two-year qualification and with far more part-time students, in a consultative paper released this week.

The party wants to see student numbers up 30 per cent by 1995, the introduction of free part-time higher education and a more open and flexible learning system.

However, it rejects the idea of student loans, or any other system of increased self-support by students, and acknowledges that its policies have a large price tag attached.

This could be between £700 million and £1 billion extra a year, depending on what savings are possible by increasing the number of students living at home, and on two-year courses.

The SDP envisages breaking down existing degree and diploma courses into modules and allowing students to build these into a basic two-year general degree. Students would be free to switch between institutions, and to take up and drop their studies as they wish.

About a quarter of all students would leave full-time higher education after two years, it estimates, leaving the remainder to seek further qualifications over one or more years.

Public funding of higher education would be radically revised, and the fees element increased to provide a 50/50 split between block grant and fees. This would give a more "consumer-led" system, the party says. The paper will be debated at the party's autumn conference in Harrogate.

More means better: a new vision for higher education. SDP, 4 Cowley Street, London SW1.

Chess by Raymond Keene Success sweeps other games off the board

There has been a welter of reports during the past weeks about the demise of competitive sports in British schools. Soccer, rugby and cricket are games that have been hard-hit both by a lack of resources and by a growing unwillingness among teachers to instil competitiveness in their pupils.

Chess is a game where the will to win is indispensable. It is part of the psychological armoury of all successful players. Yet the process of losing can itself be instructive. In life, as in the classroom, we cannot always have things our own way. Chess is a forum, which can teach children to accept defeat and to look forward to the next encounter.

It is also comforting to record that, if anything, interest in chess is on the increase in schools throughout the country. It is a relatively cheap and easy pursuit. Little equipment is needed and chess does not require acres of space, unlike the more traditional school sports.

The net result of this increased activity is an upsurge in the number of events being organized for children. For the first time this year, a primary schools' international team championship was held in Britain. More than 80 youngsters from England, Scotland, France and Denmark converged on Southampton University to compete in this unique event. The championship, sponsored by Teachers Assurance, was convincingly won by

England with 49½ points from a possible 60. Their nearest rivals, France, scored only 29.

Another competition of recent vintage was the match between London primary schoolchildren and a team of MPs. This year the children trounced their august opponents, including Ian Mikardo and John Silkin, by a resounding score of 6-0 - a magnificent and inspiring result for the Inner London Education Authority team.

The Times British schools championship has a longer history and has been the training ground for such notable British players as grandmaster Jon Speelman, the current British champion, and Nigel Short, who is widely regarded as a possible contender for the world title in years to come. The finals of this year's championship were held at the Great Eastern Hotel last month and were won by Plymouth College, who defeated the Royal Grammar School, Colchester, 4-2.

These achievements rest soundly on the creative vision of sponsors, teachers and professional chess coaches. Many commercial organizations and government bodies increasingly see chess as a means of promoting logical and independent thought among children. It is also seen to foster a disciplined mental approach to school work.

The efforts of sponsors would, however, be in vain without the de-



Pawn merchants: Kasparov moves against Karpov

dication of both teachers and trainers. Their hard work is reflected in the solid successes of our national teams at both junior and senior levels.

Our junior squad is now thought to be the best in the world outside the Soviet Union, a belief that was reinforced by the performance of the British team in the 1986 Kleinwort Grievson UK-US chess challenge, when they beat their American counterparts 10-6.

England has also won the 1986 world student team championship, which has just finished in Puerto Rico, ahead of a notable field including Argentina.

At senior level, the results have been quite spectacular. Fifteen years ago the UK had no grandmasters at all. Now we have 10 - and that figure is bound to rise dramatically by the end of the decade. In the 1984, the English team at the chess Olympiad held in Greece. In the world team chess problem-solving championship, held in Paris earlier this summer, England took the gold medals with 165 points from a possible 170.

While our national cricket and foot-

ball teams are unable to perform creditably at international level, our national chess teams are turning in top rank performances.

The vast improvement in British chess has been instrumental in the choice of London to host the 1986 centenary world chess championship, forced by the performance of the British team in the 1986 Kleinwort Grievson UK-US chess challenge, when they beat their American counterparts 10-6.

Games take place on Mondays, Wednesdays and Fridays starting at 5pm, and sessions end at 10pm. When necessary, adjournments take place on Tuesdays, Thursdays and Saturdays at 5pm.

There are numerous slideshows and displays and further information can be obtained from the chess office at the hotel, telephone 01-499 6321. Unreserved tickets cost £20 and £25 are available at £10 and £20 respectively. Space permitting, there are also some free tickets for schoolchildren available at the door.

Now is the chance to get a new generation of children involved in the challenging and rewarding world of chess.

Jeremy Sutcliffe looks at visits abroad and their future role

A good time, but does it help with the language?

A survey of school visits abroad could have important implications for the future of language teaching. It raises questions about the role of visits within the new GCSE exam, with its greater emphasis on the spoken language.

The survey, thought to be the first of its kind, is based on questionnaires completed by teachers in 1,223 maintained and independent schools in England, Wales and Northern Ireland in 1985.

It reveals that when it comes to overseas trips pupils are not equal. It also shows that fewer than half the visits surveyed involved any organized contact with the local community, either through schools or exchanges with overseas families.

The survey was conducted by Mr Michael Buckley, director of the language teaching centre at York University, and Dr Robert Fletcher, of the university's computer service. Financed by the DES, it sought ways of improving the work of the Government-funded Central Bureau for Educational Visits and Exchanges.

The two researchers found that France was the most popular country to visit followed by West Germany. Mainland Britain was the most popular

destination for schools in Northern Ireland, with the Irish Republic also figuring among the most frequently visited countries.

They also asked questions about the average cost and length of trips, what time of year they were booked, where pupils stayed, and the purpose of the visits.

One of the survey's main aims was to show the pattern of visits from different parts of Britain. The idea was to help a bureau, set up in 1948 largely to put British schools in contact with schools abroad, to identify where more help is needed. It showed that in both maintained and independent sectors, schools from London and the south made the most visits and went to the most destinations. Differences between the other regions were minor.

One indication of the difference in costs is that in Northern Ireland trips to France cost an average of more than £150 per pupil while in maintained schools in England the average is less than £70. This is partly explained by the fact that schools in Northern Ireland stay longer on average.

Most visits involved no organized contact with schools or education authorities in the host country.



Monsieur l'Inspecteur investigates en France

Infusing the rudiments of French through the collective rhino hides of 12-year-olds can turn many a language teacher to thoughts of drowning. Such intimations of mortality were apparently spotted in the nick of time by two boys on a day excursion to France.

They were with a group of pupils from a Midlands community college last summer, and were fortunate enough to be above around the bridge of their cross-Channel ferry. This rare treat included an initiation into the mysteries of radar, engines, steering and signalling.

Invaluable experience of adults at work, maybe. But the ferrymaster later regretted it when the two youths were discovered with a signalling lamp, sending out an SOS to the French mainland.

This is just one of the lighter moments chronicled by HM Inspectors in their report, *Day Visits to France*.

It merely getting there has its pitfalls, arriving can create even more headaches for the long-suffering language teacher. Pupils in one group were continually disappearing into shops, while another was preoccupied with the apparently constant need to find a lavatory.

One of the hazards of day trips to France, it seems, is the persistent street-trader, anxious to make a quick franc from inexperienced crocodiles of schoolchildren.

The report also laments the penchant for tourist-wear in Boulogne. Although an interesting place, it suffers from an excessive number of visiting schools it says.

Perhaps what took place on a beach between Boulogne and Calais was therefore inevitable. A group from another Midlands school encountered, and fell into conversation with, a likely-looking local. After an "interesting and effective" (if not totally correct, "conversation" in French with him, the man finally revealed himself as an HMI.

A final word of warning to anyone planning a peaceful holiday in the as yet undiscovered inland town of St Omer. It is recommended by the Inspectors as an ideal alternative to the Channel ports for schools looking for somewhere to try out their pupils' French.

Day Visits to France is available from the Department of Education and Science, Publications Despatch Centre, Honeywell Lane, Stanmore, Middlesex HA7 1AZ.

NEWS



France: the most popular destination

Table 1: Length of visits to all destinations

Length of visits	ENGLAND				NORTHERN IRELAND			
	Maintained		Independent		Maintained		Independent	
Day trips	Visits %	Pupils %	Visits %	Pupils %	Visits %	Pupils %	Visits %	Pupils %
2 days	16	27	6	10	3	3	3	3
3 days	4	4	1	3	3	4	4	4
4 days	3	3	2	2	1	0	1	0
5-7 days	17	18	21	17	37	40	37	40
8-10 days	14	12	13	13	44	47	44	47
11-14 days	9	8	6	5	8	2	8	2
More than 14 days	8	4	13	6	4	4	4	4

Percentage values are rounded to the nearest whole number and may therefore not sum to exactly 100.



School journeys: fraught with hazards

Table 2: Most popular destinations

Column Reference Number:		1	2	3	4	5
		Visits (as a % of total made)	Average number of pupils	Average cost per pupil (£)	Average subsidy per pupil (£)	Average duration in days
ENGLAND: Maintained Schools	France	65	38	68.90	6.81	6.3
	West Germany	12	22	90.20	11.83	11.0
	Italy	10	27	193.38	18.65	8.4
	Austria	6	28	178.47	20.24	8.8
	Switzerland	5	28	180.50	12.18	8.4
ENGLAND: Independent Schools	France	44	28	105.08	3.88	6.6
	Italy	13	24	205.34	—	8.5
	West Germany	12	17	88.08	21.20	12.4
	Switzerland	7	34	207.14	—	8.2
	Austria	7	28	208.88	1.80	8.7
WALES: Maintained Schools	France	40	32	89.85	6.93	7.3
	Italy	21	29	181.83	21.43	7.8
	Belgium	6	33	98.57	—	6.0
	Switzerland	6	42	177.57	—	8.1
	Austria	6	54	148.87	—	8.2
WALES: Independent Schools	France	57	16	133.00	—	10.8
	Canada	14	17	100.00	58.82	15.0
	Italy	14	27	245.00	—	7.0
	West Germany	14	16	80.00	10.00	18.0
	France	31	30	49.34	8.98	4.7
NORTHERN IRELAND: All Schools	France	18	27	166.24	6.83	8.0
	Ireland	19	27	21.17	3.05	4.4
	Italy	8	25	189.05	2.07	8.6
	Switzerland	6	25	203.48	62.73	8.2
	Bulgaria	5	18	171.21	0.16	7.8

Announcements

REPUBLIC OF MALAWI

Appointment of Headmaster KAMUZU ACADEMY

Following recent advertisement for the Post of Headmaster at Kamuzu Academy of the Republic of Malawi, the Board of Governors of Kamuzu Academy has appointed Mr Michael J. Maloney, BA, MA, as Headmaster from August 1986. Mr Maloney was until recently Headmaster of Welbeck College.

DR DONTON S J MKANDAWIRE B.Ed, Dip. Phys. Ed, M.Ed., Ph.D
CHAIRMAN
KAMUZU ACADEMY BOARD OF GOVERNORS

(2940)

TES correspondents look at changes in pre-school care

Taking an early bite at the Big Apple

UNITED STATES

Bill Norris on New York's demand for funds to teach four-year-olds

New York is trying to catch them young. On the theory that the earlier a child enters school, the more likely it is to complete its education, the new president of the city's board of education, Mr Robert Wagner, is pressing for publicly-funded classes for four-year-olds.

There are an estimated 100,000 New York children in this age group, almost half of them from poor families. Mr Wagner hopes to have them all in school by 1989. "This is one area where all the literature is compelling that it makes a difference," he says. "There are dazzling results in some cases."

The scheme is especially aimed at immigrant children. Pupils enter school at the age of six, and currently 40 per cent come from families where no English is spoken at home. Mr Wagner believes that the age of four is the best time for a child to pick up a new language.

No other city in the US offers classes for four-year-olds, and the New York scheme may yet founder on the rock of cost, estimated at \$100 million (£70 million). Earlier this year a commission set up by the mayor, Mr Edward Koch, strongly recommended that formal instruction should be made available for all children in this age group.

Mr Koch, however, decided that the city could not afford it. Citing cutbacks in federal funding imposed by the Reagan Administration, he instituted a more modest plan to provide pre-kindergarten classes for some 1,300 "economically disadvantaged" children. Mr Wagner is pinning his hopes on assistance from New York State.

Money is also proving the stumbling block in an ambitious plan now before Congress to extend mandatory education to handicapped children in the three to five age group throughout America. The Bill, already passed by

the Senate, would also offer discretionary programmes to the handicapped aged two or younger.

There is little argument among legislators or education experts that the new law is desirable. Studies have shown that early intervention enhances intelligence in some children, reduces the need to place them in institutions, and cuts the necessity for special classes at school age by up to 50 per cent.

The question is: who will pay for it? The National School Boards Association, which wants the Federal Government to foot the bill, estimates that there are 860,000 handicapped children aged from three to five in the United States, and that it would cost between \$2,000 and \$4,500 per pupil to educate them.

That adds up to about \$3 billion (£2 billion) a year, and the schools say they cannot afford it.

Mr Don Sheldon, deputy executive director of the American Association of School Administrators, told the House of Representatives education subcommittee last week: "We simply cannot accept a new and expanded mandate for handicapped education without the money to pay for it. Such a mandate will only mean a reduction in services to children somewhere else in the system."

The schools have cause to worry. When Congress passed the existing legislation on the education of the handicapped 10 years ago, which mandated schooling for 6 to 17-year-olds, it authorized federal funding of up to 40 per cent of the cost. That promise was never fulfilled. Federal aid peaked at 12.5 per cent in 1979, and has now slumped to 8.6 per cent of the \$23.6 billion bill for educating the handicapped.

That amounts to \$276 per pupil, with the states and local school districts having to find the rest.

With that example before them administrators are understandably nervous at the possibility that Congress may once again call the tune, but balk at paying the piper.



Catch 'em young: New York's pre-school policy

Wedded to free play under a state umbrella

NEW ZEALAND

Llyn Richards on the fight for quality in day-care centres

New Zealand has never had nursery schools and Scandinavia is so far away that *au pairs* are unknown. But pre-schooling is the rule.

Kindergartens started in the 1890s to give girls and boys some sort of education in life; now they are trendy and middle-class. Buildings are provided by the state, which trains and pays the teachers.

Play-centres – started during the Second World War with overburdened mothers sharing mind-bogglingly to give each other a break – have been hijacked by enthusiasts for free-play day-care in action.

They concentrate on training all members to become "superheroes" and, although they receive minor subsidies from the state, remain fiercely independent. They are in fact a wonderful mixture of intellectuals (in town) and ordinary folk (in the country).

Both kindergarten and play-centre are strongly wedded to a philosophy of "free-play-is-efficient-learning". Both run half-day sessions only and both come – via committees, local associations and a national body – under the benevolent eye of the education department.

All other child care used to be watched over by the social welfare department, the ministry responsible for orphans, family benefit, pension, old people's homes and the like. The growth in the number of working women led to a swift growth in the number of full day-care centres, but not in their quality.

Although a vigorous day-care association got cracking with training courses, standard-setting certificates and demands for recognition, many proprietors were running centres for the money and had little regard for either the association or the educational worth of the care they were providing.

In 1980, the report of a State Services Commission recommended that child-care services be placed under the wing of the education department. Its recommendations were shelved by the Conservative government of the day. Last year, however, they were resurrected by the new Labour government, under strong pressure from local party activists, more than half of whom are women in many areas.

Now the transfer of responsibility has taken place, New Zealand is possibly one of the first countries to put its child care services under an education department. The only note at present seems to be that the Child Care Association, so proud of its education, is in the fight for quality, has been left behind in the new funding.

Play-centres and kindergartens may be successful and popular, but day-care is still regarded as second best to being at home with mother. Now, too, will have to become quality education. That will involve modular blocks, sand, water, paper, paints, dressing-up, outdoor equipment and supervisors trained to help the children get the best out of these resources and their contact with other children and adults.

Only one type of pre-school care is not affected by last month's administrative marriage: the "kohanga reo" or "language nest pre-schools". Started by Maori women to help their grandchildren, these give early immersion in the Maori language and will continue to be assisted by the Maori Affairs Department.

King's speech fails to soften cuts blow

BELGIUM

Roger Tredre on the budget that threatens teachers' jobs

Belgian ministers have reached final agreement on education cuts for the forthcoming school year at the end of a marathon 10-hour crisis meeting in Brussels.

Designed to slash 21 billion Belgian francs (€300 million) off the education budget, the cuts have proved the most controversial part of the austerity programme introduced by Prime Minister Dr Wilfried Martens's coalition.



Wilfried Martens: austerity

The level of concern about the cuts was reflected in a recent speech by the Belgian monarch, King Baudouin, who devoted the whole of his traditional National Holiday address to the subject of education.

Although the King made no direct references to budget cuts, his remarks were considered to lend weight to the arguments of opponents of the Government's tough strategy. Political analysts noted that the speech came only days before the final agreement on education cuts was hammered out.

The King prefaced his speech by paying homage to the nation's teachers. "They prepare the Belgium of tomorrow with devotion and skill," he said. "For this they should be thanked."

He concluded: "Despite the difficulties you may encounter, don't be discouraged. Continue to believe in the vital mission you carry out – to teach our young people to live better and to give them reasons for hope."

But his words did not sway the Government. The ministers' agree-

ment differs little in substance from measures negotiated earlier this year intended to cut the number of teachers in secondary education by 4 per cent. This plan was scrapped after a budget inspectorate report revealed that calculations had been based on incorrect statistical information.

This time round, working with new data, the ministers were determined to reach a final decision. Appearing reluctant to open up the whole question again, they concentrated on simply making up the shortfall in savings caused by their miscalculations.

The solution provided by Mr Guy Verhofstadt, Budget Minister, could lead to more job losses in the teaching profession in addition to the 6,500 already under threat. He proposed to reduce the gap between the official teacher-pupil ratio and the actual situation in schools.

According to the minister, the excess amounts to 17.6 per cent in French-speaking state schools and 9.3 per cent in the state-financed Catholic schools. The equivalent figures for Dutch-speaking schools are 16.1 per cent and 7.8 per cent.

Mr Verhofstadt has proposed that the gap for all types of school should be reduced to 8 per cent during 1986-87 and to 6 per cent in 1987-88. Ministers are confident that this will make up the anticipated shortfalls.

Stepping up patriotism and treading on toes

JAPAN

Barbara Casasas on reaction to the attitude of the new education minister

Since his recent appointment as Education Minister in Prime Minister Yasuhiro Nakasone's new cabinet, Mr Masayuki Fujio has caused widespread offence.

Within hours of his nomination, Mr Fujio has irked the under-50s and provoked Mr Hiroshi Kume, a television commentator, by declaring that Japan's post-war education system was ruining the country, suppressing its character and denigrating its traditions.

Treading on still more delicate ground, he advocated restoration of the pre-war moral code in education. This was a step beyond most calls for a stronger sense of patriotism to be instilled into Japanese youth, which are heard in the present debate about civics teaching.

Mr Fujio, 69, described as an arch-conservative, has served as chairman of the Lower House (of Parliament) Education Committee.

His appointment comes at a crucial time. Mr Nakasone's Provisional Education Reform Council is preparing its final set of recommendations,

which he termed his critics as "yatsu", which roughly translates as "creeps" and is never used in polite Japanese conversation.

In the long-running battle over school book censorship, the latest subject has been a history text written by the ultra-conservative National Council for the Defence of Japan (CDS, July 4).

In a replay of the 1982 uproar, China, South Korea and other Asian countries accused Japan of whitewashing the atrocities it committed before and during the Pacific War to glorify its imperial past.

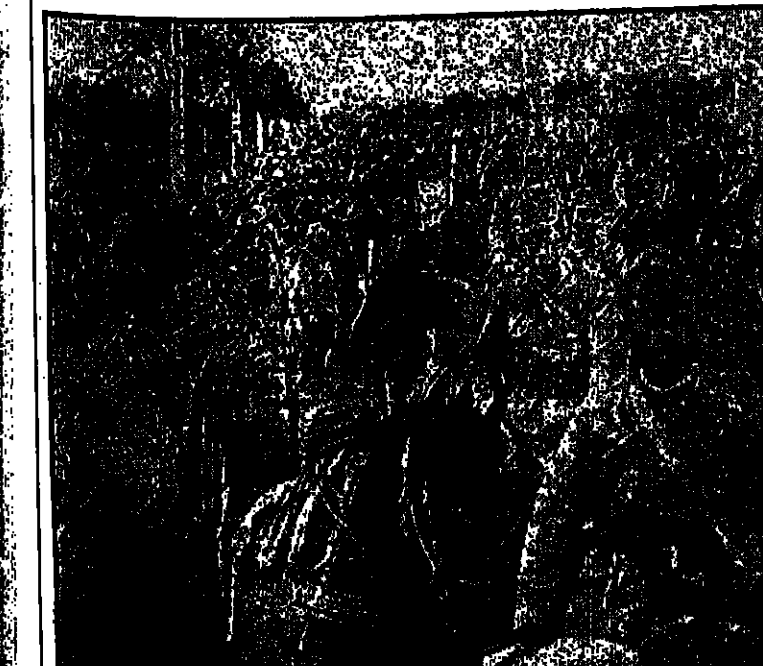
After two revisions, Japan's neighbours were still not appeased and Mr Nakasone stepped in to "suggest" the manuscript be reviewed a third time. The book was finally approved by South Korea, but not by China.

This dispute breaks with the customary pattern on two counts: prime ministers normally do not intervene directly (Mr Nakasone has been widely criticized for doing so) and the authors at the receiving end of the censors' pen are generally to the left of centre politically. Consequently, the screening committee this time has been castigated for not changing enough rather than changing too much.

The 1982 episode was resolved when the Japanese government pledged that textbooks would respect ties with the country's neighbours in the future. But the undertaking seems to have had little or no effect on either the form or the substance of the screening process.

The Japan Federation of Publishing Workers' Unions has reported that changes to 12 new social studies books for use in middle schools from the next school year were stricter than ever. It said that estimates of the number of Chinese civilians killed in the 1937 Rape of Nanking were again trimmed, that comments on Japan's defence budget were watered down, that references to the likelihood of a "nuclear winter" after a nuclear war were cut, and that accounts of Japan's mythical origins and early emperors were added. Some of the points were new, others were not.

Although the textbooks screening system is under review, any loosening of the ministry's grip would appear improbable for the time being. The controversy is therefore expected to continue.



Japan has been accused of rewriting its textbooks to explain its role in the Pacific War. Above, Japanese troops invade Shanghai in 1937.

Programmed for the working classes

TURKEY

Shalva Well on advances in early learning on factory sites

Four-year-old Erkut stands up at the request of the teacher and recites in Turkish the names of the season's fruits. After him, 20 Turkish pre-schoolers repeat the list concluding that "fruit is plentiful in our country".

Erkut is one of the lucky children from a low-income background receiving pre-school education in Turkey. According to Metin Eniroglu, Turkey's Minister of Education, "about 8 per cent of children in Turkey receive pre-school education." Judging by a paper delivered on an early enrichment conference on cross-cultural psychology in Istanbul, that percentage may be much lower.

Compulsory education runs from seven to 12 years of age. During the pre-school years, a nanny or domestic helps with children from well-off homes, while in low-income families, the grandmother or a next-door neighbour cares for a working women's children until school age. Older siblings may also look after younger children while their mother works. This is made easier by a shift system in schools. Pupils attend either in the morning (from 8-12am) or in the afternoon (from 1-5pm).

Nursery schools are rare. Because they are private and fee-paying, they are largely a privilege of the wealthy. The government supports some pre-school classes, but like day-care centres backed by the Ministry of Social

Welfare, these are often aimed at "special" populations, such as one-parent families.

One important pre-school advance is the setting up of factory day-care centres on the worksite to care for children of female employees. A Ministry of Monopolies regulation requires both public and private factories to have a nursery room, if they employ more than 300 female workers. If they have more than 500 female employees they have to provide a nursery school.

One such day-care centre, which Erkut attends daily, is the *çocukları* (the children) at Eczacıbaşı. Itg Sanayi Ve Ticaret, a company producing chemicals, medicines and cosmetics. The company's factory is in the Levent district of Istanbul and employs 1,000 people, half of them women.

Eighty children, ranging from three months to six years, attend the day-care centre. It is divided into four groups: the "baby group" with babies from three to 18 months; the "young group" with children from 18 months to three and a half; the "middle group" with children from three-and-a-half to

four-and-a-half; and the pre-school groups made up of children up to school age.

Erkut is a typical child at a factory nursery school. He arrives in the morning with his mother. She takes him to the nursery school and then walks the short distance to the production line, where she works until 6pm. Erkut is given breakfast, lunch and an afternoon snack at the centre. He also takes part in an educational programme – only introduced so far for the older two groups.

Ilknur Kurt, director of the nursery school, is a psychologist by profession. He explained that mothers also take part in a short educational programme – learning about child care, toilet training and child stimulation. In their breaks, mothers are encouraged to visit and play with their children.

The day-care centre also helps with the chores associated with child-rearing. Each group has a washroom equipped with a large washing machine for the children's clothes. The centre also employs a medical nurse and a doctor comes in to give regular check-ups.

According to Dr Sevdia Bekman, a specialist in pre-school education at Bogazici University in Istanbul, day-care centres all over Turkey must aim to improve the overall development of the child. Dr Bekman stated that she would like to see "an increase in the

number of pre-school classes in Turkey; better qualified teachers with greater practical and less theoretical experience; and centres which would work together with parents to develop the child."

In a study into a *Comprehensive Early Enrichment Project*, Professor Cigdem Kagitcibasi, Dr Sevdia Bekman and Dr Diane Sunar compared three groups of working-class children: those who received no pre-school education; those who received a custodial pre-school experience; and those who attended pre-school classes.

Half of the sample (of 200) were introduced to HIPPY (Home Intervention Programme for Pre-School Youngsters), a home-based enrichment programme aimed at educationally disadvantaged children developed at the Hebrew University of Jerusalem and adapted for Turkish use. Preliminary results demonstrate that a comprehensive early enrichment programme in Turkey both improves the social, cognitive, emotional and physical development of the child, and enhances the mother's self-concept and self-esteem.

"What is called for is a comprehensive approach to intervention which embraces many of the various domains of child development and at the same time provides support for the immediate environment of the child," the researchers said.



Baccalaureate candidates: record results

Examiners show lenient leanings

FRANCE

Mary Follain reports a suspect excess of success in this year's university entrance race

Easy-marking examiners are being blamed for vastly improved results in this year's French baccalaureate which qualifies school leavers for higher education.

A 68.5 per cent pass rate among 384,012 candidates is the best achieved since 1968 – when four out of five students got through while the education system was pre-occupied with revolutionary upheaval and massive demonstrations.

The leading newspaper *Le Monde* said there had been no changes either in examination rules or teaching techniques which could account for the improvement. It added: "The only possible explanation is an improvement in the quality of the candidates or, more probably, a greater indulgence on the part of the assessors."

The good results were doubly welcomed, coming only a week after the announcement of a catastrophic showing this year in the *brevet*, introduced by the former Education Minister, M Jean-Pierre Chevènement, for pupils in their fourth and last year of lower secondary schools, the *collèges*.

Allegations of falling college standards are a constant source of anxiety for French parents, who had their worst fears confirmed last month, when half of the 760,000 15-year-olds who sat the new exam failed miserably. But they were badly prepared for instructions were only given to teachers in December, and many of the questions were exceptionally difficult.

This year's encouraging baccalaureate results differ regionally, with Nancy-Metz and Strasbourg doing best and Paris and Corsica worst. The pass rate also varies considerably between academic, general studies and technical students. In general studies, it has reached 70.3 per cent, as against 68 per cent last year, but has dropped slightly in technical subjects. This has been more than compensated by a big increase in the number of candidates, so that now a third of all successful candidates has taken one of the three technical "bacs", which are becoming increasingly popular. In 1974, only a quarter of candidates chose to do one.

M Chevènement's proposed baccalaureate reform would have increased specialization, in a move away from the encyclopaedic French tradition. But his successor, M René Monory, has announced that the exam is to remain unchanged for the time being.

Both the general studies and the technical options are subdivided into a series of "bacs". While they have a common core of subjects, they offer some specialization. Pupils taking general studies may choose between five courses, most of which have several forms. The economic-orientation is the most popular, while the mathematical option has the highest pass rate at 78.6 per cent and the literary version has most successful candidates.

Among the two dozen or so different bacs students can choose is a new international option specially designed for bilingual pupils and backed by the Cambridge examination syndicate. Results this year and last were promising but the option is obviously reserved for an élite.

Mr Monory has adopted his predecessor's aim to have 80 per cent of the age group educated to baccalaureate level by the year 2000. This summer's 263,000 graduates still represent only one-third of that level and assessors will need to be much more generous than current allegations suggest if the Government's aim is to be achieved.

Britain spent £105 million last year on educational aid programmes overseas from its bilateral aid budget of nearly \$825 million.

In Zimbabwe, £1.7 million was given to the country's university to develop its capacity to train more graduate engineers.

In Sierra Leone work continued on a £2 million project to provide suitable primary textbooks, to train teachers to use them, and to set up a warehousing and distribution system.

Other work included a review of English language teaching projects, and research by Southampton University on adult education in Africa.

Closer links were developed between education aid and the development of manpower, with interdisciplinary review missions mounted in Nigeria, Kenya, Zambia and Botswana.

Overall, more British aid was directed to Africa at the expense of funds going to Asia and other parts of the developing world, according to the Overseas Development Administration's annual review of overseas aid.

Hilary Wilce

Drug abuse crackdown

MALAYSIA

The Education Ministry in Kuala Lumpur has launched a drug prevention programme in secondary schools, with the aim of eradicating drug addiction among children by 1989.

The fight against drug addiction is being boosted because the Malaysian government sees it as a potential security threat and not just a social problem.

The strategy will be to arm the next generation against the desire to take drugs by helping them to form the opinion that drug use is "disturbing and ugly", and by introducing further measures.

The new programme, which is to include anti-drug training workshops, was formulated late last year by a ministry of education special committee. The ministry felt that new measures were necessary as it strongly anticipated that recent successes in cutting the incidence of drug abuse would only spur traffickers to widen the circle of users. And young people of secondary school age were clearly the most vulnerable group.

Geoffrey Parkins

LETTERS

Who's next on the bishop's Anglican hit-list?

Sir - So the Bishop of Durham (*TES*, July 25) having phased out the Virgin Birth and the bodily resurrection of Jesus, would now do the same with the voluntary aided Church of England schools.

Having already dismissed two of the central tenets of the Christian Faith, I suppose it means nothing to the Bishop that we should now do away with the tremendous financial, historical and human investment his church and mine has made over many years in both primary and secondary education.

Like some other equally misguided persons, the bishop doubtless imagines that the voluntary aided church school has no place in today's comprehensive

system. However, schools such as this one remain a significant and effective part of the state maintained system, offering the guarantee of an education based on Christian principles to any child whose parents choose to send us their offspring.

Beware all Anglican colleges of higher education! Beware all Anglican theological colleges! The Bishop of Durham cometh...

NICHOLAS LUCKETT
Head

Thomas Bourne C of E Middle School
Durran Lane
Berkhamstead
Hertfordshire

Loyalty lacking

Sir - I wish to goodness Christians would stand up for Christianity. I see that the Right, Left or Centre Reverend David Jenkins is now saying church schools should be shut down in a pluralistic society.

Does he not realize that such a society is comprised of individuals, each, in the first instance having a specific faith which can lead on in an informed way to a critical appreciation of other faiths, just as a detailed understanding of Shakespeare can

lead to a fair evaluation of the uniqueness of Middleton, Massinger and Ford?

Again, Dr Jenkins says that "a daily act of worship... is not appropriate in our modern society", where nevertheless we need to help "people live together". Is not that moral education then, which is needed? Daily acts of worship could help develop the habit of morality.

GERAINT LLOYD-EVANS
22 Crescent Road
London N22

Nice surprise

Sir - The information, the details, the preparation and the usual expectations, dulled by experience, were all familiar to a seasonal campaigner as I set off for the onerous sounding DES course "Leadership in Pastoral Care" (July 4 to 11) at Ripon. The representatives of perhaps the most undervalued and over-worked sector of secondary education, a group which, at this stage of the year and the beginning of the course was indeed on the verge of "Past-All-Caring".

Far above the expectations of all we were treated to a vibrant, lively and well-prepared professional set of learning experiences which restored faith, commitment and a realization of a developing potential for pastoral care in secondary education.

The course, the first of its kind, is to be repeated next year. However, present handling will not establish a deserved place for the course in the structure of education for management in secondary education; a fact which, considering the excellence and organization of input and the positive effect upon all those who attended, is extremely sad.

The Inspectorate, often heavily criticized, deserve due acknowledgement for the superb offering; this initiative deserves both adequate future funding and a recognition of what has already been achieved.

PETER HARRIS
Shirebrook School
Common Lane
Shirebrook
Mansfield
Nottinghamshire

Pay at the top

Sir - I would like to raise one issue which emerges from your otherwise masterly analysis of the agreement as signed at Coventry (*TES*, August 1).

In that editorial, you said that heads and deputies have done a "bit better" than the teachers who hold posts of responsibility immediately below deputies.

The facts are that if you leave on one side the teachers on Scales 1 and 2 who clearly achieve the greatest increases in their maxima (albeit over a period of time), the following percentage increases emerge:

● Heads and deputies - average increase of 20.31 per cent;

● Scale 4 teachers - 16.6 per cent;

● Scale 3 teachers - 14.8 per cent (if promoted to principal teacher, lower allowance - 20.8 per cent);

● Senior teacher - 7.6 per cent.

Brought to book

Sir - In Brief (*TES*, July 18) notes "Birmingham's new school library service, jointly run by the library and education departments, is thought to be the first of its kind in the country".

I am astonished that the education library services which have been operating in most local authorities for over 25 years have been so little noticed. In fact, Birmingham is one of the last authorities to provide such a service, long gratefully recognized as essential, cost-effective and a responsive means of support, and increasingly involving librarians and educationalists in a partnership, as evidenced in "School libraries: the foundations of the curriculum".

Accordingly, heads and deputies have clearly done more than a "bit better" than many of their senior colleagues. That is not to say that the position we have arrived at is by any means ideal.

I share your concern about the position of the senior staff below the level of deputy and I also think that the salaries of heads and deputies in the larger schools need further examination.

We have, however, achieved a widening of differentials and an improvement in promotion prospects in a good majority of relevant situations and further intensive work will have to be done on ironing out any continuing anomalies with a view to the 1990 review.

DAVID HART
General Secretary
National Association of Head Teachers

JENNIFER SHEPHERD
Assistant Director
Services to Education
Leicestershire Libraries and Information Services
Thames Tower
2 Navigation Street
Leicester

With the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

If we are to be expected to be examiners, proflers, pastoral carers and be involved in time-consuming appraisal, all thoroughly worthwhile work which teachers would want to be involved in in schools, presumably this is to be seen as a substitute for a substantial portion of our teaching commitment.

JOHN NEWMAN
37 Maplehurst Road
Chichester

with the introduction of GCSE, especially given the apparent assumption that teachers are going to mark coursework.

3 Ms Burke's suggestion that teachers should be required to contribute a statutory input of examining has much wider implications for teachers' job descriptions.

FEATURES

FEATURES

HOWLERS



The pick of the 1986 exam crop. Compiled by Nick Baker and illustrated by Nigel Paige

After a great deal of heated debate, the new GCSE (Gone Crackers Sitting Exams) is finally with us. And there are signs that the nationally agreed criteria – complete disregard for logic and a creative approach to information and spelling – are already being enthusiastically met.

Very often, papers don't give candidates the opportunity to communicate in the way they really want to, as in this desperate message to a history examiner:

"I realize that you think you understand what I said, but what you read was not really what I think I was trying to say."

GEOGRAPHY

"Vast thicknesses of balderdash (boulder clay)" is an excellent description of what examiners are looking for in a good howler. Multicultural geography seems to have caught on:

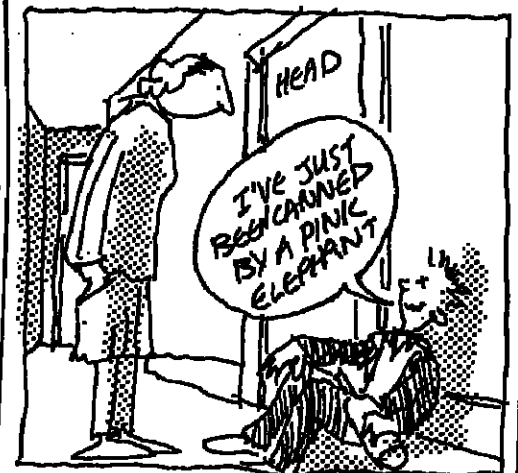


"The Eskimos travel in sledges pulled by dogs called husbands."
"Red Indians' shoes are called Mackesons" and:

"In order to reduce population growth Mrs Ghandi forcibly removed boys' reproductive organs (circumcision) and in return gave them transistors."

Meanwhile physical geography develops apace. Did you know that:
"As the rivers turn the corner, its waters break" or that:
"Rivers are essential to keep sea level in its right place."

Some disturbingly cruel farming methods have been discovered:



"After the salmon are caught, they are sent to the canary to be candied," as well as some inventive hybridization:
"The main products of the cacao tree are chocolates and cigarettes."

SCIENCE

"Red, pink, orange and flamingo are the colours of the rectum (spectrum)."
"Dental decay has decreased over the past ten years because teeth have been nationalized."
"Hot water is spread round the room by convection."

But beware power lines, because they carry a high voltage. Why?
"To deter people from coming too close to the wires."

Meanwhile, the spirit of scientific experiment lives bravely on:

"A person eats Cobolt 60, then hours later you can pick up the traces."

"Inject the patient with a highly radioactive liquid into his blood, then let him decay..."

HISTORY

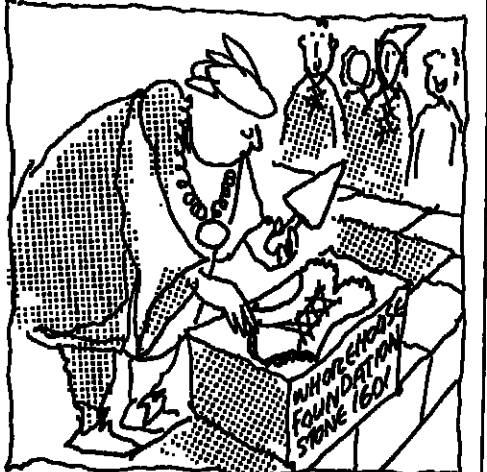
Always good scope for enthusiastic re-interpretation:



"The Arabs wore nylon clothes in battle. The secret of making nylon was unknown to Richard the Lionheart."

There's a lot to be said for Norman architecture. It seems, they had "no widows (windows) in their castles so they used slits in the wall."

But the French have always been very good at that sort of thing. Not that we British didn't have historical strong points:



"The most common institutions in England were whorehouses. These were set up by the Poor Law of 1601. They were very popular."



Don't be confused by the word dynast, it of course means "Rotary marriages".



Henry II inherited a large area of France "because he had no electrical appliances."

"On 4th February 1905, Grand Duke Fergie was murdered" in Russia, while a year later, those two great liberal leaders came to the fore in Britain "Lloyd George and Lloyd Webber."

One of our major dynasts, Henry VIII, had "Many private parts, where he chased hares."

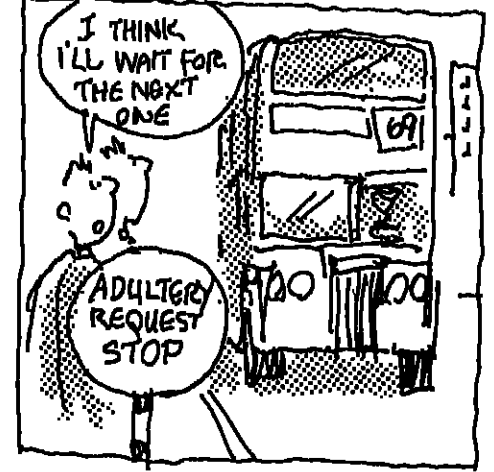
RELIGIOUS EDUCATION, SOCIOLOGY

Q: What is the Torah?

A: A bull.

Q: Why did Jesus go to John to be baptized?

A: So he could become a member of the Catholic church.



But what about more up to date issues, appropriate to the modern teenager who, we are told, "are people awaiting adultery?"

Housing is becoming a focal interest: "Many rich people have second homes in the country where they can relieve themselves."

Meanwhile the problem of unemployment persists, and:

"Houses have to be built and jobs provided to stop vandalism etc. This can be done by teaching people to become illiterate."

ENGLISH

According to one candidate, Macbeth had more than Macduff's family murdered:

"Ross says in a roundabout fashion of how Macbeth has had every member of his household murdered, even the pets he kept... Macduff cannot believe the news and asks 'What, all my pretty chickens?'"

But what started it all?

"The first two predictions came true so Macbeth had to kill the king to make it a hat trick."

Meanwhile, it's gloves off for literary criticism: "Gabriel Oak is pretty boring but then Thomas Hardy could make a week-long orgy sound boring."

Some advice from an English language paper: "Girls are supposed to be polite and well-mannered."

Of course, there are times, especially at job interviews, where it's a good idea to:

"Talk proper English – add a few posh words like please and thank you."

And remember to:

"Give good perspective answers and know what the job entails..."

Nevertheless, social graces are mysterious: remember Jack, in *Lord of the Flies*?

"You would never have guessed that Jack was later to turn into a savage because he was brought up properly and went to a private school."

Things are changing as far as class is concerned. Nowadays:

"Greenham Common is used for the Queen's Garden parties."

Brevity is always best:

"Selim worked in a radio station with a small moustache."

"The men shrugged each other's shoulders."

"He was a graduate but he could not write."

FRENCH

A very poor vintage for continental howlers. But don't the French have funny eating habits?

"Je mange mon chien et mon chat."

or:

"J'achète un cock de monsieur dans le buffet."



ART

Appropriately enough, from Ireland comes the news that *The Rake's Progress* was painted by O'garth (no relation to "Van Gogh"). Collage, it seems, is "a school of higher education" and a triptych is "three artists working together."

The remarkable way of painting perfected by Seurat was, of course, "Seurealism". However, "the formation of the Impressionist movement was a decidedly undecided decision."

Titian's *Venus of Urbino* "could just as well be any young lady who lays on her bed and gazes out of the picture towards us as if to say 'come heather way'."

Sick of modern design? "People today are so unaware of how contemporary designers influence their lives."

Going with the grain



Hugh David visits a school for specialist decorators

All that glitters is not gold – the Prince of Morocco learnt from a casket in *The Merchant of Venice*. And in the West End of London a select band of pupils is being taught much the same lesson today – all that's mottled isn't marble, and all that's grained is not necessarily wood.

The Pardon School of Specialist Decoration is the only establishment of its kind in this country – in the world too, until a sister school opens in New York this September. Founded just two years ago, it occupies a mews studio only yards away from Knightsbridge. From the outside it even resembles a branch of Laura Ashley, with dark green paintwork and large plate-glass windows.

Inside, however, there is a definite art-school air. Twenty students work at rows of elevating desks. There is the smell of paint and turpentine. Brian Johnston burbles his ball-by-ball commentary on the Edgbaston Test from a radio in the corner. And constantly moving from desk to desk, a cigar in his hand but obviously a born teacher, is the man who started it all, Leonard Pardon.

"Oh, bloody good! What're you doing, the kitchen ceiling?" he chides one girl, then smiles to show that he doesn't really mean it, and moves on: "Oh, yes, yes! Use your feather now, Jason. Break up those lines. Carry on like that and you'll be very good by the time you've grown up!"

Pardon is a craftsman of the old school. The son of what he calls a "pictorial" artist, he studied for seven years under the specialist decorator A E Baxby, learning how to use a dozen special brushes and the odd goose feather to imitate the surface of wood and marble. And not just any old wood or marble. Ask for the former and he'll give you a choice of oak, pine, walnut or birdseye maple; mention marble and he will show you boards he's painted to resemble the best rose brèche, *nuovolato* and Sienna.

"Until I started this place, I was about the last in a long line of decorators," he says. "Two thousand years ago they were painting marble at Masada. At Ham House they've got an 18th-century painted walnut room. The 19th century was a golden age, but then..." He shrugs melodramatically, the gesture graphically conveying his inability to understand how the skills which decorated tens of thousands of Victorian villas could have become all but extinct in little more than a generation.

But they did. From the beginning of this century no one thought about marbling and graining. Those specialist decorators who remained existed by restoring the work of their predecessors (Len Pardon himself has worked at Buckingham Palace, 10 Downing Street, the Assembly Rooms in Bath and in a dozen stately homes) while wallpaper and white emulsion covered the villas.

Recently, however, everything has changed. In the past 10 years specialist decoration has replaced the dinky, co-ordinating papers and

fabrics ("Very Joan Bakewell. Very Sanderson") which epitomized interior design in the seventies. Suddenly, marbling and graining are chic once more. Earlier this year there was even a Channel 4 series devoted to the subject. Jocasta Innes's *Painability* only scratched – or stroked – the surface, says Len Pardon; but the fact that it was made at all certainly shows which way the wind is blowing.

Though he does not use the term, Len Pardon thinks it is because of the Yuppies. "People are buying Victorian houses again. They're desirable, and I suppose a good 20 per cent of the professional families who buy them in London want them done up appropriately, in something like their original form. I'm delighted. There's a lot of work for specialist decorators at the moment."

That fact, more than anything else, explains the success of the Pardon school. All its one and three-month courses and occasional summer schools are fully subscribed, and the curriculum is unashamedly vocational. "I take them, but I'm not really here to teach the Sunday painter or do-it-yourselfer," Len Pardon admits. "The students we get tend to be from the trade, or wanting to go into the trade. In the three months they're here I give them just about everything they'd have got in a traditional two-year apprenticeship. Of course I teach the techniques, but I also show them how to cost a job. It is a business after all."

The students standing at their desks agree with this approach: once you know what you are doing, charging by the foot rather than the hour makes sound economic sense, after all. Their ages and backgrounds vary enormously. Some have been in the decorating trade for years, others have moved over from art school. A few, like the "highly promising" Jason, come straight from school.

He is still trying to get Len Pardon's famous "Abu Dhabi" marble exactly right. "That's not what it's really called," he explains, rinsing a feather in turpentine. "Len saw it out there when he was working in the Sultan's palace. Nice though, isn't it?"

Now 17, Jason arrived at the Pardon school straight from Haberdashers' Aske's school in Hertfordshire. He'd toyed with the idea of art school, he says, but decorating was what he really wanted to do. About the youngest student to have been accepted onto Len Pardon's three-month course, like many lads of his age he is nevertheless far from naive.

"Ask Len, he'll give you a board, then you can see for yourself: none I've finished... Doing this, you can earn considerably more than you can from general decorating. It's a hell of a lot better than YTS too. There!"

With a final flourish of the goose feather, he completes the "Abu Dhabi" exercise. To all but the expert eye it is perfect. Even Len Pardon is pleased. "John Ruskin called marblers the 'plagiarists of Nature'," he announces. "I take that as a compliment. You should too, Jason."



Above: Leonard Pardon, the school's founder; below: student Lisa Foley working on tortoiseshell; below left: Erica Smith, a student and professional decorator.



Review



Passport from Pimlico

What happens to the talented kids who graduate from ILEA's centre of musical excellence? Colin Ward has been finding out

In the 1960s we woke up to the fact that London had become, in terms of the quality, variety and sheer abundance of performances on offer, the musical capital of the world. But were these riches reflected in the musical life of London schools? Peter Fletcher, then the ILEA's staff inspector for music, thought not. He had a catch-phrase: young philosophy and he knew that there was an untapped reservoir of musical talent in London, as everywhere else. Locating it depended on two things: the right teachers and the right institutional arrangements.

Inspired teachers can't be planned. London has always had them, from Charles Smith who produced *The Magic Flute* in an elementary school in the Isle of Dogs in the First World War to the late Russell Burgess of Wandsworth School, with his faith that "any boy can sing". Institutions are different. They need negotiations, votes, funding and premises. Fletcher proposed a Centre for Young Musicians, available on Saturdays to all young Londoners with the appropriate talents, and a Special Music Course on weekdays for children with musical potential, inside one of London's big comprehensives.

His persuasion worked. The authority was convinced. Pimlico School, in preparation at the time, was the newest and most central of the ILEA's purpose-built comprehensives. The CYM was started there in 1970 and the Special Music Course followed in 1971. It seems like yesterday, but in school generations it's a long time ago. What did happen to the 15 pupils a year who were interviewed at 10 or 11? They were chosen, not for their ability, but for their potential for a course which, by manipulating their personal time-table, would squeeze 5½ hours of musical tuition into an only slightly extended school week.

Kathleen Mitchell has taken the trouble to find out. She was head of Pimlico from 1974 to 1979, a period when the school was in the van of every single educational development: innovations in community education and modern languages, the "Pimlico Connection" in science teaching, and the Front Door project which linked art with environmental education. Special musicians were an additional headache or an additional opportunity. Should they, to minimize class disruption, engender solidarity and neutralize hostility, be concentrated in one or two forms of each year's intake, or spread around them all?

These purely organizational decisions were important, for while the first aim of the course, as Mrs Mitchell put it in 1975, was "to provide a first class musical education for specially talented young musicians in the context of a large London day school", its second aim was "to encourage, by example, other young people in the school to enjoy music-making and to foster their creative

talents in and out of the classroom." It was vital that the special musicians should be seen by their peers as exemplars to be emulated rather than as freaks to be persecuted, and it is a matter of great pride for her that by the late 1970s over 450 pupils had joined the choir and orchestras.

Last year Kathleen Mitchell sent a questionnaire to 113 former special musicians who had entered the school from 1971 to 1979. Considering how hard it is to keep tabs on the footloose young, the 70 per cent response was remarkable, and she keeps getting phone calls from those who heard of her survey too late and have something to add.

Perhaps the most impressive finding was that 75 per cent of the respondents, knowing what they now do of the wider world, would make the same choice again at 11. They would still try for a place on the music course at Pimlico. The idea of a music-based course within a comprehensive school has justified itself in their eyes and in those of their parents. "It has been seen to be a great advantage to be working alongside other children, and not be protected out off from the normal world of non-specialist musicians." One student compared himself with fellow professionals from other schools and concluded that "I'm musically more sound than those players who came from non-specialist schools and did music as an extra, and a lot more 'normal' than those players who went to specialist school".

Since it is both impossible and undesirable to predict at the age of 11 which children would eventually want to join the music profession, it turned out to be what Mrs Mitchell calls "a comforting fall-back" for both students and parents, that some (or in rare cases, all) musical studies could be dropped for other options, or that children from the main school could move into the music-based course. In the event 36 per cent of the sample have become professional musicians or intend to, while over 80 per cent "continue to make music seriously as part of their life's activities."

Were there clashes between their musical life and other school activities? Yes, of course there were, but a majority of students took them in their stride. The most frequently-mentioned problem was not that other academic studies got squeezed out, but that rehearsals clashed with sport. The academic results across the curriculum of the special musicians were excellent, and 60 per cent of respondents have completed, or are completing higher education courses. Kathleen Mitchell sees this as evidence that "Perseverance, determination and tenacity, perhaps the highest form of 'discipline from within' have proved to be marked attributes of the music students." One former student believes that it was a characteristic of his fellow members on the course that "they

became independent learners fairly early". It is certainly noticeable from their subsequent careers that an unusual proportion have become freelance, self-employed people. This of course is the nature of the music industry in all its branches, but anyone who has watched the Pimlico musicians will have been impressed by the business-like way in which they were acquiring all-round musicianship, not just dreaming of themselves as virtuosos performers.

Several of them comment on this, just as they comment on the way they felt let down if they found themselves with a poor instrumental teacher. They lavish praise on ensemble playing with inspired teachers like June Pummert and Fred Applewhite and on the musicianship of the early direction of the course by Roderick Spencer and Rhian Roberts. Most of all, they remember the thrill of Pimlico School's memorable productions during their years there: *Chabert*, *O What a Lovely War*, *Noye's Fludde*, *The Two Riddlers* and so on. These called on the talents of the whole school, not just the special musicians.

It isn't often that ex-pupils are canvassed for their opinions of their own education, and this survey must bring great gratification to the ILEA since it justifies the bold decision it took over fifteen years ago in setting up this course. The first point it underlines, since only 19 per cent of the children came from active musical home backgrounds, is the importance of the primary school, where music is so vital in everyone's education. How many primary heads actually know about the Pimlico avenue and suggest it as the right path for individual children?

The second point relates to the "problem" of singling out some children for a different provision than that of the rest of the class at particular times. For Kathleen Mitchell "it ceases to be a problem when 'talent' is encouraged in very many visible areas and when musicians are perceived to be no more 'special' than the very many talented artists, dancers, physicists, gymnasts, actors, footballers, runners, etc, that the school encourages."

I would push the argument further. In a great city with an adequate transport system it would be organizationally feasible for every secondary school to have a special excellence. In the old days of the LCC there was once a school in west London which was known as the school to go to if you were interested in printing. A former maths inspector had a scheme for getting one school to have a course for special mathematicians. It isn't a matter of elite institutions, it's a recognition of the fact that motivation is nine-tenths of education. Would anyone deny that? Colin Ward directed the Schools Council Art and the Built Environment project and wrote *The Child in the City*.

Codes and conduct

Christopher Price on the war that never ended

GCHQ: The Secret Wireless War 1900-86. By Nigel West. Weidenfeld and Nicolson £12.95, 0 297 78717 9.

Actually, it's not an untold story; it has been told several times before, most entertainingly by Christopher Andrew in *Secret Service* (Henderson) last year and most accurately by Gordon Welchman (now a US citizen) in *The Hut Six Story* (McGraw-Hill, New York). But never in such careful, painstaking detail. Nigel West is a serious chronicler of British spy networks. The ethics of the operation concern him less. For most of the book he abjures the political interests of his subject and takes us earnestly through the early applications of radio technology to international eavesdropping - reminding me of nothing so much as my earnest sergeant instructors in radio at the School of Anti-Aircraft Artillery in Pembrokeshire. In this sense he is a very good warrant officer - leaving little to the imagination and nothing to chance.

The apex of the book, as in others of its genre, is the Second World War. WWI was all gallantry, amateurs, appalling mistakes, blundering spies and magnificent men in their flying machines. In WW2 we had learnt our lesson. The brains of Oxford were enlisted. Nigel West goes through the WW2 academic roll of honour with a curious English pride - Hugh Trevor Roper, Gilbert Ryle, Stuart Hampshire, Alan Pryce-Jones, Peter Calvocoressi and a sheaf of other classics, mathematicians and historians. The military and civilian spymasters did their best to wreck these experts' efforts by fighting each other viciously and continuously before, throughout and after the Second World War. West's conclusion seems to be that the ULTRA secret - the breaking of the German codes which helped us win - was largely the product of England's *grandes écoles* brainpower. So the book has its educational message. West also emphasizes the paradox first revealed by Welchman - that the lazy and incompetent English beat the highly disciplined Prussians in the codebreaking battle because of German incompetence in radio transmission. Codebreaking depends on procedural mistakes by the enemy and the German made far more of these than we did.

The concluding three post-WW2 chapters are written more in sorrow than in anger. In feeding the Russians with bits of secrets gained through ULTRA, we told them that these had been gleaned from captured spies. We now know that they knew that they knew the truth. All our secret services were penetrated during the war, and the history of the last 40 years has the slow discovery of trades in treachery. Post-WW2 GCHQ went slowly psychotic. Helped by a US inspired attempt to ban trade unions at Cheltenham, their headquarters is now the best known spy station in the world; GCHQ is now also known for paranoid show trials of innocent journalists and servicemen and publicity-generating attempts to use the Official Secrets Act to ban books by patriotic ex-employees who wish to expose the waste and corruption within the organization. It is a sad story in its history.

Why? The clue in West's book is that for GCHQ the war never ended. They are still fighting away there, having switched from German to Russian communications. But the folk who do it have changed. Spying on an enemy intent on blowing you up is a calling worthy of the gentlemen academics who pursued it - and after the war went back to academe. They were succeeded by a sleazier, less ethical crowd whose remit was to spy on friend and foe alike. An honourable cult of secrecy has been exchanged for a directionless, tawdry backstairs one, gathering paper mountains of other nations' communications junk for the sake of it. GCHQ now needs a good spring clean and some proper public and parliamentary accountability.

Defence of the family

David Dale on a provocative series of essays

Family Portraits. Edited by Digby Anderson and Graham Dawson. Social Affairs Unit £4.75, 0 907631 20 7.

The Nuclear Family, if we accept the evidence of scholars such as G P Murdoch, and Peter Laslett, is a near-universal human grouping. But while history might be on the side of the family, modernity, no respecter of history's wisdom, seems increasingly bent on destroying it. Feminism, the single parent, homosexual lobbies, even, (though perhaps less wittingly), the State itself are all in various ways and to varying extents destabilizing the moral foundation of the family institution.

Family Portraits, a collection of nine essays written by academics, journalists and researchers, is a vigorous and timely reassertion of the family cause. That it is a popular cause can be in little doubt. As the book's editors point out in their introduction, "the normal family is an institution which the majority of the population has voted for, not with a carefree tick on a ballot paper, but with daily, repeated and highly costly emotional and financial commitment".

The result is nevertheless thoughtful and lucid and it best represents scholarly and detailed refutations of current ideology to which modernists, if they wish to retain credibility, will be forced to respond.

One such contribution is Robert Chester's refutation of the "family in decline" myth. The evidence for this by now widely believed claim, tends to be drawn from a superficial reading of

the fall in marriage and birth rate and the rise in the number of co-habitations. When interpreted in the wider context of changing patterns of social behaviour, such as the later age at which couples now start families and the trend towards co-habitation as a preliminary (not an alternative) to marriage, the claim is demonstrably false. Rather it is the case that "the family based on married couples and their children with a commitment to permanence is still a statistical and moral norm".

The usurpative effect of State policy on the power and responsibility of the family is a concern of several contributors. Hermione Parker, for example, in a detailed analysis of the extent to which Britain's muddled tax and benefit system financially penalizes marriage. That encroachment is observed too by Valerie Riches on sex education in schools. Two concerns arise here. The first is the content of the education and she provides some disturbing examples from the literature of the Family Planning Association and the increasingly expansionist British Medical Association which amounts to little more than contraception propaganda. The second is the more fundamental question of whether sex should be taught in schools at all. Perhaps it should, but at the very least, those educationists who claim expertise in such matters should be made answerable to the wishes of parents, rather than, as her evidence demonstrates, feeling free to ride roughshod over them.

The view that fathers are irrelevant to the needs of children except as financial providers (and even this responsibility, it is argued, should be transferred to the State) is not only axiomatic to radical feminism but increasingly given credence by organizations such as the National Children's Bureau. Patrick Morgan, in an authoritative and closely argued essay, cites the wealth of research evidence which gives rise to this extraordinarily naive view. What this research can demonstrate beyond doubt is that the absence of fathers, far from releasing women and children from oppressive male influences, promotes delinquency, underachievement at school, and precisely the sort of violent masculinity which feminists rightly denounce. As Morgan notes, "there is something both pathetic and perverse about the demand for rape crisis centres, security bolts and self defence classes from those doing their best to promote the very social conditions which necessitate such services".

Elsewhere, Andrew Brown reveals how Swedish families are quietly but effectively undermining their attempted takeover by the State. Mary Kenny examines the ideological contradictions beneath the "woman's right to choose" slogan. David Marsland points to the anti-family tendency of the youth lobby and Professor Duncan Mitchell calls for more thorough-going consideration than has yet been undertaken of the consequences for families of artificial methods of reproduction.

Characterized by reasoned argument and lack of polemics, *Family Portraits* presents a powerful case for an institution to which the vast majority of the population subscribe yet which, unlike its opponents, carries no organized voice of its own.

iVamos!

The Rough Guide to Peru. By Dilwyn Jenkins. Routledge & Kegan Paul £5.95, 0 7102 0358 7.

The Rough Guide to Spain. By Mark Ellingham, John Fisher and Graham Kenyon. Routledge & Kegan Paul 1985 £4.95, 0 7102 0344 6.

These two volumes are, within their self-acknowledged limitations, excellent. The information is set out in a sensible, clear manner. Each starts with a section called "Basics" in which will be found general topics that every traveller should know about: the best time of year for a visit; means of getting to the country; visas; costs and banking arrangements; health and insurance; maps and tourist information; transport; hotels, inns, camping; eating and drinking (with a useful vocabulary); posts, telephones and newspapers; churches and museums; entertainment; work; police and thieves; sexual harassment; and whatever else of interest not included in the foregoing.

This done, the bulk of each volume consists of fairly detailed accounts of the country in question, area by area, beginning with the capital and its surroundings. Almost every town of any size has its map, a description of its more interesting features, places worth visiting, reasonably priced hotels.

Finally, there is a section devoted to a brief outline of the history of the country (particularly interesting about pre-conquest Peru). The volume on Spain has a short book-list which appears adequate as a starting-off point. There is also a short glossary of some of the most commonly used words and phrases. The volume on Peru has details of some of the most recent political and economic developments, and gives a few, not over enticing, recipes.

The "roughness" of the title extends, unfortunately, to the language. Not for this prospective audience the felicitous charms of Norman Douglas, or entrancing vignettes of J B Morton. All the same, these guides can be heartily recommended to anyone wanting some preliminary acquaintance with these countries, before venturing there in person.

Pierre Watter



A giant from the facade of the Odeon of Agrippa (AD 150) - an illustration from John M Camp's *The Athenian Agora: Excavations in the Heart of Classical Athens* (Thames and Hudson £16.00). A quarter of a million people visit this focal point of ancient Athens each year: this readable and well-illustrated short history is intended for them, as much as for scholars.

Yes minister

Annals of the Parish. By John Galt. Oxford University Press £2.95, 0 19 281735 3.

So convincingly written is this account of 18th century Scottish village life that but for the revealing Introduction it would appear to be a work of fact rather than fiction. From 1760 to 1810 the thrice married Minister of Dalnagall

ing describes in an annual record day to day events such as smallpox or measles epidemics, runaway marriages, smuggling of tea or the burning down of the Great House. The impact on local life of the American War and of the French Revolution emerges, as does the Minister's distaste of the "harlotry of papistry". Happily for English readers there are copious explanatory notes on the many expressions in Scottish dialect.

Eric Church

Verbal images

Images and Options in the Language Classroom. By Earl W Stevick. Cambridge University Press £12.50 and £4.95.

Since the 1960s Earl Stevick's teaching and writing about language learning and teaching have had an influence all over the world. He takes current research into brain and mind and applies it to the process of learning and teaching languages, and, in doing so, asks hard questions about whether our techniques actually do teach, and, if so, how.

In *Images and Options* the images are those formed by learners as they confront a new word or sentence pattern. The options are those available to the teacher to encourage image formation. Briefly the theory is this. All new information taken in by the brain is influenced by what we already hold "in storage". We already have a background of visual, emotional, and sense impressions against which all new information is set. Since each individual's experience is different, everybody's images are different. New language-learning is not achieved just by learning language-facts. It is rooted in us by the images and the experiences we associate with them. Therefore making images is crucial and teachers need to provide the opportunity for this to take place.

Stevick identifies two kinds of im-

ages; verbal and non-verbal. A learner conjuring up a verbal image gets an impression of the word of phrase itself. For example, "It begins with S and it's got two syllables." The non-verbal image conjures up the context, the environment, the atmosphere in which the word or expression is used and is crucial in helping us to recall it when needed. Having explained what imaging is, and how it can be used in relation to fixed texts and to the learning of grammar, Stevick then examines the assumptions behind a beginner's, an intermediate and an advanced textbook for teaching English, and discusses their advantages and disadvantages.

Each chapter proceeds through a series of tasks, at the end of which readers are asked to monitor their responses. Stevick then adds his own comments, a summary of key points and relevant further reading. *Images and Options* is very much a training manual: readers are advised to study it working in pairs or groups. Many of the exercises arose from work done in Stevick's own teacher training seminars in the States.

A lot of it is common sense and common practice. Stevick's great ability is to conceptualize this so that we can see more clearly what we are doing in class, and what opportunities we may be missing.

Barry Tomaltn

Elegant, intelligent

That Shakespearean Rag. By Terence Hawkes. Methuen £3.95, 0 416 38540 0.

Stand facing the lock at Stratford-upon-Avon. On your left is the Royal Shakespeare Theatre, on your right a fish-and-chip shop. The clash of the two cultures is marked and serves as the starting-point for Terence Hawkes' *That Shakespearean Rag*. Taking its title from T S Eliot ("O O O the Shakespearean Rag-it's so elegant/so intelligent...") who in turn borrowed it from a music-hall song, it is an audacious exploration of the process by which Shakespeare came to occupy so prominent a place in the English literary tradition. Fittingly, it, too, is both elegant and intelligent.

Hawkes, Professor of English at University College, Cardiff has a provocative immediacy: how many of his colleagues, for instance, would dare call Shakespeare "Phallus in Wonderland"? How many, come to that, would claim that *Hamlet* is more intelligible when read backwards, emphasizing their point by repeated reference to a play called *Telham!* Iconoclasm is not Hawkes's primary

purpose, however. Whether he is offering a new reading of *The Tempest* or defending Bradley and Wilson Knight, he sets out to inform rather than destroy. There is the lightest possible irony in his reference at one point to "the truth-bearing, civilizing and English-speaking representatives of humanity" but, unlike many other contemporary critics, Hawkes is not particularly interested in blaming Shakespeare for the wrongs of our own time.

We "process" him and make of him what we want, he shows. But then we always have - for the simple reason that it is impossible now to get beyond what William Shakespeare, Cent., originally had in mind.

This isn't an easy book to read - its arguments are intricate, its references eclectic - but it will none the less engage anyone who has been part of the Shakespearean industry, reading English Literature at university or even school level. Such is its scope, it might also help explain contemporary Stratford's plethora of Shakespeare fish-shops, tea-rooms and souvenir stalls to the bewildered tourist.

Hugh David

Critical highway

Sphere History of Literature: Volume 2, English Poetry and Prose 1540-1674. Edited by Christopher Ricks. Sphere Reference £12.95, 0 7221 7970 7.

Volume 8, American Literature to 1900. Edited by Marcus Cunliffe. Sphere Reference £12.95, 0 7221 7972 3.

The *Sphere History* first appeared in the early Seventies and is being reissued with updated bibliographies and major minor revisions to the text. Medieval and Augustan volumes have also just re-appeared and the rest will follow over two years. Although (or is it because?) these essays don't make obeisance to the theoretical disputes of the past 15 years, and though the series as a whole lacks the unity which its closest rival, the *Pelican Guide*, obtains from its attenuated Leavisite colouring, readers won't leave these books unenlightened. The pieces in the volume two approach the complexities of artifice, genre and individuality from a variety of directions, though the earlier essays are perhaps weighted too heavily towards uncritical acceptance of canonical reputations. But A J

Smith's celebration of Donne's radical play of intelligence, Marjorie Rastig's claim for Marvell as a major poet and Christopher Ricks's fine exposition of the use of convention in *Lycidas* and *Camus* are well worth reading. The most interesting piece is John Carey's characteristically astringent adjudication of the period's prose, which promotes Tyndale, Nashe and Hobbes above the more usually hallowed Hooker and Andrews.

The American volume charts the perennial conflicts between native self-confidence and Europeanizing influences and between a literature of paradisaical innocence and one of the post-lapsarian despair. Notable essays here are the editor's on the cultural domination of New England with its simultaneous moral elevation and genteel narrowness, and an explanation by Denis Donoghue of the surprising delicacy of Whitman. Malcolm Bradbury's account of the transformation of realism into irony and the beginnings of modernism is also rewarding. The *Sphere* enterprise may travel the broad critical highway but it carries the reader back to the writers themselves.

Tom Deveson

BOOKS

CHILDREN'S LITERATURE

It is doubtful how much morality can be inculcated into the under-threer-year-old. Now we have abandoned Little Lord Fauntleroy and his ilk (how would young Cedric fare as a board book?), we have to fall back on such as Billy and Bob (Corgi £1.95 each), a series about a young sheepdog and his boy master. Bafflingly, children love The Baby Puppy, The Clever Dog and The Grown-up Dog, with, less surprisingly, The Naughty Puppy top favourite. The drawings are of the Rod Campbell-sluggish style and the text simple, but the morality (be helpful, little dog) unimpeachable.

More simply endearing are Walker Books' reissue of Helen Oxenbury's board books. At £1.50 each, these are still some of the best around, both for the chubby solemnity of their toddler protagonists and the wicked eye for detail with which Ms Oxenbury tucks in her harassed mums, resigned dads and the mountainous paraphernalia of everyday life. Rather in the same vein Kate Duke's mummy-and-child guinea pigs caper through What Bounces? Clean-Up Day, The Playroom and Bedtime (Methuen £1.95 each) with easily identifiable glee and mess. And such sweet little crumpled ears they have.

Much more stiff and ineffectually Swiss are Bobby the Bear and *Hurry the Hare* both by Susi Bohdal (North-South Books, Blackie £1.95 each) in which two stuffed toys swear undying devotion to each other. Friskier but still unappealingly coy are Helmut Spanner's *The Kitchen Mouse* and *Bear Goes Splash* (Methuen £1.50 each), concertina books with a baffling series of drawings showing the animal disporting himself in kitchen scenes and the like. Even worse are four lift-the-flap board books from Matthew Price and Jean Claverie, still featuring the orange mists and etiolated figures beloved of this team to produce in *Happy Birthday*, *Smile Please!*, *I Want my Mummy* and *My Daddy* (Cape £1.95 each) spookily disconcerting images.

Back to the safe and familiar and how can you go wrong with baby animals? *Hargrave Hand's* style of photo-realism in *Bunny Sees*, *Lamb Sees*, *Duckling Sees*, *Little Goat* (surely that should be *kid*?) *Sees* and *Puppy Sees* (Walker Books £1.50 each) is a pleasant introduction to the world of brilliant and beautiful fauna in which tiny children delight so much. Uncoloured composition adds a lot to the precise drawings.

Novelty books continue to proliferate. Two from Methuen suffer from over-cluttering. *My Shopping Bag* and *Let's Go Shopping* (£1.75 each) also fail to make much use of their design with a cardboard handle cut out at the top of the book. Rodney Peppé's *Press-Out Circus Books* and *Press-Out Train Books* (Methuen £1.95 each) are a lot more fun with bright and lively drawings, and stand-up-join-on bits of cardboard. Peppé is an artist who understands children and has used his press-out concertina medium very skillfully. A new series of *Little Hands* by Tony Tallarico for Methuen (£1.95 each) are also successful. With simple drawings and a simple poke-through hole device they introduce *Finger Counting*, *How Many and Time to* in a way which over-threes can begin to utilize and their younger siblings can chew around with no harm.

Victoria Neumark

Cooke's tour

The Patient Has the Floor, By Alistair Cooke. Bodley Head, £9.95. 0 370 30164 1. The gravely old friend of the air-waves here reproduces some of his speeches on solemn occasions. He has the true journalist's gift of ruminating with authority on subjects about which, a few days or even hours earlier, he may have known little or nothing. Thus his address to the Mayo Graduate School of Medicine, Rochester, Minnesota, can include throwaway references to Burger, Oyster and Freud, and that to the Royal College of Physicians to osteoporosis of the lumbar spine. This is not to say that Mr Cooke is anything but a highly cultivated man. But he hears better than he reads.

Nicholas Bagnall



The Cedar Lebanon, Boston Manor, planted 250 years ago: one of the many superb photographs by Theo Bergström which illustrate *The Open Spaces of London*, a comprehensive guide to the city's parks, commons, woods, stately houses and cemeteries. Text by Alec Forshaw, Allison & Busby £19.95.

English made easy

There continues to be a steady demand for EFL readers in simplified English and publishers continue to bring them out. Nowadays we have at least got away from the "Jill rides her pony" syndrome and authors and publishers do their best, within their thousand (or whatever) word constraint, to appreciate the fact that many of their readers are adults, while those aimed at children for the most part do genuinely try to appeal to children. Any of those below can be recommended for the target audience.

Of the latest batch, the one to appeal to me most is *The Adventures of Lucky Luke* (adapted by John Pinf from the originals by Morris & Goscinny, Pergamon Press. 0 08 031563 1. £2.50). This popular comic-strip cartoon has been simplified (although most of the stories are fairly evident from the pictures) and brought up to date by the inclusion of more modern slang and colloquial expressions.

Longman had a good idea when they came up with the *Movieworld* series—easy-reading editions of popular films. Costing £1.10 for each 30-page book, the stories are simply told and well illustrated with clips from the films. Titles include *Star Wars* (0 582 53550 5), *Roller Coaster* (52793 7), *Silver Streak* (53549 2), *The Thirty-Nine Steps* (53046 6), *Law 2* (53547 6) and the *Poisoned Adventure* (53548 4). Students love them.

The Spotlight series from Cassell (general editor Michael Carrier) focuses on a variety of informative, entertaining, non-fiction topics which teenagers and young adults might be expected to read in their own language. There are six levels of graded difficulty, with approximately 350 basic new words being introduced at each level, and the length of each book depends on its difficulty. In addition content-specific vocabulary is introduced and carefully explained. Of interest to teachers will be the free teacher's guide which also gives suggestions for organizing and monitoring the use of readers by a class. Samples from the 22 new titles now available are: *The World Cup* (level 1; 80p, 0 304 30806 4), *Great Mysteries* (level 2; 80p, 30813 7), *Rock Music* (level 3; £1.30, 30815 3), *Energy* (level 4; £1.30, 30819 6), *Cinema* (level 5; £1.30, 30823 4) and *Women in Society* (level 6; £1.30, 30825 0).

The Heinemann Guided Readers are classic British stories retold in simplified English at four levels. Two new releases from the 33 books available at present are *Frankenstein* (0 435 27106 7, £1.00) and *The Speckled Band* and other stories (0 435 27107 5, £1.05). Where some of the flavour of the original may be lost in the retelling, this is an invaluable series for hard-pressed literature students to read as a quick introduction to the stories, before they get into stylistic



appreciation.

Modern English Publications have brought out a series called *Roundabout Readers*, written by Donn Byrne, (£1.50 each) which seem to be aimed at junior school-aged children. The four books, *Meet Captain Luki* (0 906149 49 5), *Captain Luki and the Green Planet* (50 9), *Captain Luki and the Red Robots* (61 4) and *Captain Luki and the Sea People* (62 2), are based on the adventures of two children with their friend from outer space. A particular advantage with these books is that they can be used for reading or listening practice. Each story is in the form of dialogue which is recorded on cassette (Captain Luki 1 & 2: £6.25, 63 0; Captain Luki 3 & 4: £6.00, 64 9) and the book pages are arranged so that the dialogues are written on the right, while on the left-hand page the corresponding pictures can be used as a reading or listening aid.

Mary Glasgow has also released a five-book Junior Readers series for the 7-11 age group written by Sue Arango. In the first book, *The Cave Kids* (0 86158 320 5), modern-day Tom finds himself back in stone-age times and meets a cave family. With "the cave kids" he goes through different adventures in each book (*The Cave Kids* at school, 322 1, *The Cave Kids* have a party, 323 X) before finding his way back to the present in the final book, *Goodbye Cave Kids* (324 8). They are well illustrated and despite the restriction of a very limited elementary vocabulary they manage to combine interest and gentle humour. (80p each, distributed by Longman.)

Spelling Made Easy, By J R Evans. Macmillan £2.20. 0 333 38343 5. *Get Your Tenses Straight*, By John B. Curtin. Macmillan £2.15. 0 333 37012 0. *Phrasal Verbs Made Easy*, By Peter Watcyn-Jones. Macmillan £1.95. 0 333 38878 X. Teacher's Book £2.95.

Spelling Made Easy starts with the encouraging statement that about 95 per cent of English words are spelled logically. (What it fails to mention is that the other 5 per cent are all of the most common words.) It then goes on to give the logical spelling rules, with the most common exceptions, linked

to the way the vowel and consonant sounds are pronounced (in RP) with gap-filling practice exercises. These are followed by consolidation dictation passages, a study of "silent letters" in words and a series of tables which give all the spellings of the consonant and vowel sounds.

There will be some long-term courses which could well integrate regular study of spelling using this book, but however logical the rules may be, they are somewhat overwhelming on *Spelling Made Easy* is probably more useful as a book of reference or a source of occasional lessons/study for both native and non-native teachers and students of English.

Get Your Tenses Straight should be a godsend. It deals with the basic English tenses, giving examples of use in authentic texts, concept questions, gap-filling exercises and a true/false summary to check whether students really have understood. Just the thing, you'd think for that intermediate class, the standby lesson or for recommending to keen or problem individual students for self-study. Unfortunately, like me, you'd probably be disappointed.

Despite clear "time lines", the author presents a somewhat woolly view of when tenses are used. The gap-filling exercises are unclear and frequently seem to require a "full answer" to a "full question" (no answers are given, incidentally, so you can't check your own version or see what the author had in mind) and the vaunted "authentic" texts are remarkably reminiscent of the "classroom or artificial English" decried in the introduction.

Although this is obviously a practice or revision book, a clear reminder of how each tense is formed (especially when such idiosyncratic and not particularly helpful names as "short" and "long present" are used) would have been useful. I also feel it is a serious flaw to use the same set of prompts (as occurs more than once) to practise different tenses. The potential confusion invalidates the visual stimulus as an aid to memory.

Phrasal Verbs Made Easy is also disappointing compared to the author's excellent series of vocabulary books. I'm not sure where "made easy" comes into this collection of 500 of the most common phrasal verbs. The book does not present or teach meanings before the texts and no attempt is made to deal with the problem of how, when and which phrasal verbs can be split ("He called off the party" or "He called the party off.") The Teacher's Edition contains a key which also explains the meaning of some of the verbs in their context.

Susan Norman

Autopsy

Notes of an Anatomist. By F Gonzalez-Crussi. Picador £2.95. 0 330 29289 7

The 10 essays in *Notes of an Anatomist* are the recollections of an erudite and widely-read man about the profession of pathology: an unlikely vantage-point, you might think, from which to survey the work of El Greco or the curious case of William Bonten, executed in the Mexican Revolution, buried, disinterred, re-executed and re-interred (to know why, you will have to look at Gonzalez-Crussi's essay on the desire for peace in the afterlife).

Our bodies, especially in Christian thinking, may be the lesser, but are no less an indispensable part of ourselves. On the mortuary slab, we are no necessarily devoid of interest. Leonardo, we learn, having personally dissected scores of his fellow-men, could believe that the soul regretted having to leave its home and lingered on for a time. It might pass, as Gonzalez-Crussi does to consider the male genital anatomy. He lists 105 terms for the organ, but concedes that this is a paltry effort beside the 600 different words given in *The Slang of Venice*. He studies other bodily appendages, the body from outside and inside, monsters, twins and flies, in connection with the last, he cites Fabre with whom he shares an extraordinary curiosity about the world.

He is seen at his best, perhaps, in the essay on child abuse, where he applies humanity and scholarship to an assessment of the treatment of children in different cultures and times. Maltreatment of children, he concludes, has been almost universal, part of an unending chain of causality in the history of a world that has been violent "from time immemorial". An autopsy, he remarks elsewhere, "in a most brutal way, reveals our sameness": he does not prevent the pathologist who performs it from enjoying the diversity and strangeness of his kind.

Robin Buss

Survival

Days of Absence. By Alan Richards. Michael Joseph £10.95. 0 7181 2783 X.

The title of this autobiography implies a feeling of absence from life, which flows consistently throughout the book. From an early age, his introversion, in the form of twin obsessions with a facial deformity and over a father whom he never knew, found expression in continual dreaming and escapist fantasies. However, with time, experiences, and a lengthy period in a hospital bed, somehow developed out of great quality to draw people out of themselves during the most difficult of times. This is reflected in his own prose by his sudden flashes of humour amid darkness and despair.

We are led from childhood memories in Pontypridd, Wales through to the devastations of a young man who has terminal war, but becomes trapped in a terminal war with tuberculosis, half blind and comatose. Although we see him recover aged 26, his cry, "Why me?", lingers hauntingly.

Brought up by a non-conformist grandmother, Richards often found himself in what was generally referred to as the "outcasts" at his county school, where he was deeply fascinated by a tyrannical headmaster, "Pip", whom he likened to both Stalin and Kitchener, he felt, "If there was an underdog, I always identified with him. Positions of power felt me uneasy."

Life was never short of adventure. School days, training college, university, the Royal Navy, a trip to Antwerp on a tramp steamer with a cargo of coal, and a career as a probation officer, were stormy and rebellious. His is a story of survival, acutely observed, funny and sad.

Sophie Money

A matter of design

Michael Clarke visits the art school degree shows

field), the pop-music world, like the electronic drumkit that folds up into a shoulder-strapped tube (David Helps, Central), or the domestic consumer, like the solid-fuel stove for heating and cooking that formally distinguishes all its functioning parts (Adrian Campbell, Leeds). Here, economic, practical designs predominate over novelties like the clock-radio and night-light that looks like a Dalek (Andrew Simoncini, Kingston Polytechnic).

The other areas of three-dimensional design, with their craft traditions still intact, are much less unified in their approaches. At the Central School alone, ceramics ranged from the fine art, Miroscop forms of Astrig Akserian to the domestic ware of Paul Overfield, already to go into mass-production. In furniture, Leeds Polytechnic students were mostly concerned with fold-up or pack-flat pieces, often as ingenious as the tub chair made from laths of wood spliced with nylon that rolled up (Andrew Collins, Trent Polytechnic) but, in both these schools, there was evidence of the eclecticism that bedevilled the work elsewhere. Trent Poly's generally excellent show had one dressing table that kept its Art-Deco influences under control (David Hingley) but another with lassoing tubular steel hanging rack (Lynne Jones) that rivalled the most frivolous Memphis studio pieces.

Most product design courses, however, are directed towards the wider commercial market; the public senses, like the petrol-engined road sweeper that converts into a gritter and snowplough (Peter Kaye, Sheffield), the leisure industry, like the Sand Fly laity-lounge which is as comfortable as a chaise-longue (Jane Massey, Sheffield).

How many people manage to listen to a 90-minute radio play without interruption or loss of concentration? In terms of radio, such a slot is an unconsciously long period and it must be said that very few plots or dramatists deserve so much space.

One of the reasons the 90-minute play survives, one suspects, is because the BBC pays writers by the minute: that is, by minutes of broadcast material. Present rates are £14.40 per minute for "beginners", £21.75 per minute for "established writers". Before you get too excited and dash away to the typewriter, remember that a producer can insist on any number of re-writes; and, once you have committed many hours to a radio script, it does not like it. Writing wireless plays is no way to get rich. However, the existence of 90-minute slots does tempt some of our better writers into working for the medium when they would have the effort. After all, it is very much easier to write a lengthy play than a short, neatly constructed one.

But good direction can disguise the occasional longueurs as last weekend's *Saturday Night Theatre* (repeated on Monday) proved. To be fair, with just a few cuts, *Missing Persons* by David Hopkins would have been a first-rate

Radio Fair play

play. In it, a journalist, Michael Brennan, returns to Britain after 10 years spent drifting abroad. The implication is that it is all happening 10 or 12 years hence. A government has won two or three elections, each one consolidating its power base. The Britain of 10 years earlier (two years hence?) was a time of gross unemployment, filthy streets, violence and potential revolution. But now "things seem to have changed". Britain is cleaner, safer, more prosperous. Everyone, except Michael Brennan, seems happy to lie back and to enjoy prosperity. "Life's good. Just live it." It also emerges that "things are tighter" and many people have "disappeared".

Next week also brings us *Broad Daylight*, starring Alan McCowen (Radio 3, Tuesday, 9.35pm). It is the final production by Ronald Mason, the retiring head of BBC Radio Drama. There is an, I am sure, apocryphal story told about Ronnie. The Drama Department once held a fancy dress Christmas party. Everyone went in fancy dress except Ronnie who went as the Pope. Despite the tongue-ties, thanks for ensuring that radio drama still exists.

David Self

killers", appearing in *The Universe* in its issue of July 27, 1956. In the *Supplement to the Oxford English Dictionary*, the Editor, Dr Burchfield, allows himself a rare comment on this sense of the verb. "A use of doubtful acceptability at present", he says.

Adrian Room

Sir - I dictated over the phone my piece, appearing in last week's issue, about the African and Caribbean Writers' Festival at the ICA. Given some difficult names, it was almost perfectly transcribed; but I should point out that Nguigi was Thiong'o's people, not the Gikuyu, not the Kikuyu. And I didn't in fact refer to Nguigi himself as "a Kenyan". That would be rather like saying "William Shakespeare, an Englishman". It should have read: "Nguigi was Thiong'o, the Kenyan."

EDWARD BLISHEN
12 Barmes Lane
Hidley Wood
Barnet EN4 9QH

ARTS



Above: "Untitled" (1986) by Mandy Christmas—acrylic, pastel, enamel, collage on paper. Right: solid fuel stove by Adrian Campbell

The subject which has suffered in the transfer of resources to the supposedly functional and profitable areas of design is fine art. St Martin's has lost its once-celebrated school of sculpture. Elsewhere, sculpture continues to develop despite the cut-backs, particularly along ecological themes, with webbing, plaster and tar to simulate the growth and decay patterns of pods and leaves. More urban themes predominate at Camberwell School. Derek Walker creates painful associations out of stained sheets, hanging

bags and metal bowls, Marcus Cornish approaches a rare monumentality by stacking and contrasting roughly bored and finely chiselled stones, but most surprising of all are Catherine Griffin's delicately suspended layers of fine parchment.

Women now play as important a part as men in fine art, composing the majority of this year's graduates at Kingston. Mandy Christmas made a powerful contribution to the new expressionism with her black and white drawings and paintings. Laura Reiter used seductive colours to save her

forms from complete abstraction, and Barbara Birchall transformed studio bric-a-brac into the most refined relationships of line, tone, colour and form. Specifically feminist notes were sharply struck in the violently sexual paintings of Alexandra Shaftel (St Martin's), the interventionist photography of Laura Salisbury (Leeds) and the extra-curricula activities of Hilda Ellis (Central) who works mostly in performance. Of all the newer tendencies in fine art, only the neo-classical world of dubious heroism was left to the men.

Television

Between blue lines

Video Box accusations of left-wing bias (Right to Reply, Channel 4, August 2) were to be expected after Paul Boateng's programme on police action at Southall, Orgrave and Stonehead ("May the Force Be with You", Channel 4, July 23). The accusations did not answer documentary evidence of the type of force used against miners, "hippies" and demonstrators, or the testimony of witnesses. They ignored the follow-up programme "And the Boat Goes on", Channel 4, August 2) in which five police officers gave their own account of the force and its relationship with the community. Most of all, they suggested the reaction of those brought up with a stereotype of the police constable, friendly but firm, who have no reason to alter this because their contacts with the police are limited and personal. It was not Paul Boateng, but Peter Taylor, introducing *Brass Tacks* (BBC2, July 24), who said that "the road from bobbies on the beat to paramilitary policemen has been swiftly travelled".

We should not exaggerate: before 1968, I saw peaceful student demonstrations in Paris dispersed with water cannon, and clips on Paul Boateng's film shows that the road swiftly travelled is shocking chiefly because it does not conform to our image of the British police and their role. Even without Jack Pizer's jaundiced view of Argentina (*Sweet of the Sun*, Tears of the Moon, BBC2, July 30), you might have guessed that our police force is more responsible than most. But one baton across the neck or plastic bullet in the groin will be enough to start you guessing again and the rash of programmes on the subject shows the extent of concern at what the police are being asked to do, and how they go about it.

All in all, it was not a good time for police recruitment, or for the law in general. The barristers who appeared on *Scales of Justice* (ITV, July 28) tended to confirm stereotypes established since their guilds set up a closed shop in the Middle Ages. The antics at

a dinner in one of the Inns of Court could have come straight from the *Farce of Maître Pierre Pathelin*. But there were useful hints for young lawyers trying to find a place in chambers: say you are in it for the money and, above all, don't claim to be interested in justice.

It was a relief to turn to Alma Cullen's Screen Play "Knowing the Score" (BBC2, July 30), the story of two young musicians diametrically opposed in their ambitions and family background, who meet at a disastrous concert. In fiction, at least, justice may sometimes be done.

In the real world, even cricket isn't cricket. Diverse Reports (Channel 4, July 30) described what had happened since it signed its pact with business, in a programme no more perturbing than the game itself. Chess, at the Karpov-Kasparov level, is so esoteric that even expert commentators seem pleased to admit bafflement: BBC2 summed up the championship so far (August 2) and ITV began a nightly report (from July 28) at a time guaranteed to keep you awake until dawn working out why there wasn't an easy mate on move 27.

"A species of British Olympics," wrote *Leigh's Guide to Wales* (1833). "... trials of skill, instituted by law, and held here with great form and ceremony." The judges conferred suitable rewards on the competitors, and granted permission to those whom they approved to exercise their talents before the nobility and gentry of the principality. "No, not a predecessor to the Commonwealth Games, but the *elsteadfod*, "an institution likely to soften the manners of a fierce and warlike people". The "extemporaneous effusions" of competitors at the National Elsteadfod can be heard this week in *Flisguard* (where Leigh directs attention to the echo from the north-east wall of the church).

Robin Buss

EA CONCERT TOURS

3, 5 or 6 days in Vienna, Amsterdam, Munich, Lyon or Paris for Chorus, Orchestra, Bands, Folk or Jazz Groups including concerts or public rehearsals. Young Musicians, the cities of music await you!

For details call (01) 681 0955
Euro-Academy Guildford, (T95)
77a George Street,
Croydon CR0 1LD ABTA 8810X 9561

Around the world

Virginia Makins reports from The Hague on the town's latest educational museum

This year a new museum opened in The Hague – or rather a new *Museum*, a concept which combines "Museum" and "Onderwijs", the Dutch word for Education. It's been built first and foremost for children in The Hague's schools, but also for the general public, and it is a huge success.

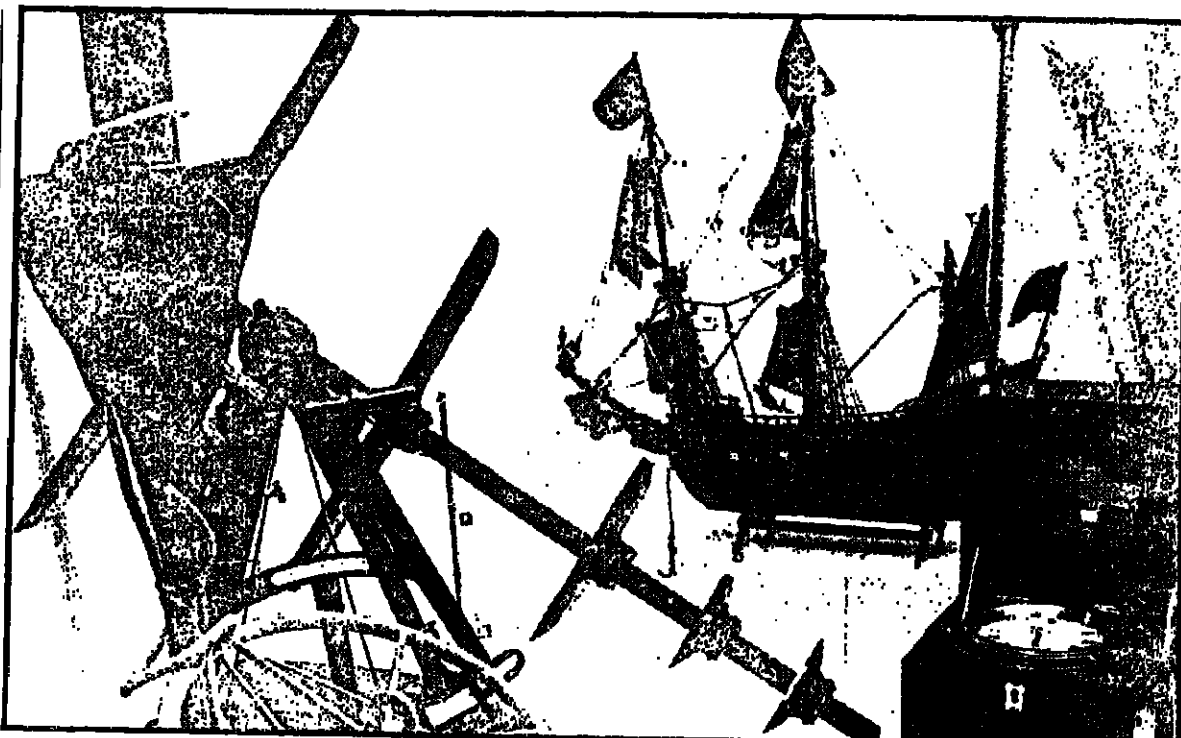
The Hague has had an educational museum since 1904, when educational reformers wanted to give children actual experience of real things. But, even though the original museum grew into five small ones, covering geology, biology, history, physics and ethnology, it was still too small to develop its full educational potential. So nearly £12 million has been spent by the town on a new building, a further £1.3 million has been raised by sponsors, and the new *Museum* opened at the beginning of March.

The *Museum* is linked to The Hague's municipal museum by an enormous entrance hall, with its floor decorated by three long strips, one lighted, one heated and one magnetic – children have a lot of fun playing with keys and coins on the magnetic strip.

The ground floor display presents a general introduction to life on earth, with the overall title "The Earth – Our Home". It starts with an impressive 15 metre skeleton of a small whale, which was washed up on the Dutch coast in 1979.

Extracts from the Dutch Constitution on basic human rights flash across electronic noticeboards – the right to learn, freedom of religion, no discrimination because of race or colour.

The displays are intriguing – a crumpled dress, members of the cat family, a normal's tent standing next to



an abstract model of futuristic housing. All are designed to give an impressionistic introduction to the range of exhibits on the main floor.

Upstairs, the five constituent parts of the old museum remain, starting with geology and ending with ethnology. But the sections flow into each other.

Everything is well displayed, at child level, with intriguing juxtapositions and contrasts – a tortoise in front of a

suit of armour, an owl with staring eyes overlooking a large butterfly with owl-like eyes on its wings to deter its enemies. Fossils and reptiles in the display on evolution are backed up by models and pictures so that they make more sense to children. A number of videos help bring the display to life, and some of the objects can be picked up and studied.

The museum opened with a lot of interactive machines to demonstrate

scientific phenomena, but most did not survive the first two months and 100,000 visitors. Almost all the models, charts and videos are put together by the staff in a large and well-equipped studio. There is even a resident taxidermist, who makes the splendid displays of birds and animals.

Minority groups are sensitively exposed with exhibitions on Indonesian or Turkish life, and there are bold attempts to show links between diffe-

rent religions and cultures simply and visually.

There is not too much to read, and what there is comes in three sizes – minimal text in big print, slightly longer paragraphs in medium-sized print, and small print for more specialized explanations. (The museum hopes to find a sponsor to fund guide tours on cassette in English and other languages).

Around the main exhibition space are rooms with self-contained displays on ancient Egypt, the Second World War, tropical rain forest, The Sibel, photography, Dutch prehistory, and many others. These can be shut off by rotating display panels and used as classrooms for the special lessons given by the staff of 20 teachers to local schoolchildren. Lessons are still being developed for the new museum, but there is a long list for teachers to choose from – as twice as many classes wanting to come than the museum can accommodate.

The classes and displays are designed for seven to 14-year-olds, but a three-year project has been funded to develop lessons and materials for younger children. Downstairs is a small library and reading room, where children can read books on topics that have interested them.

It all adds up to an impressive introduction to the world – and in some of its more difficult problems. One of the final exhibits is a shopping basket full of bread, milk, baked beans – the Dutch child's everyday food – contrasted with what is available in hungrier parts of the world. "Of course it's moral," said a curator – "after all, it is an educational museum."

MEDIA

On a tightrope

Michael Clarke reviews ITV's series on new directions at the Royal College of Art

ADULT EDUCATION
Burning the Phoenix: New Directions at the Royal College of Art
ITV
Thursdays 11.30pm.

Less provocative than the introductory programme suggested, David Hodgson's six-part series for Thames Television has, nevertheless, stuck to its theme of the sudden wave of commercial competitiveness that has swept over Britain's top, post-graduate college of art and design since Jocelyn Stevens left journalism to become its head, a couple of years ago.

Without any professional training or direct experience in the visual arts, his reforms have been draconian. The departments have been reduced from five to three, staff have been put on five-year contracts and, most controversial of all, the degree courses have been cut from three to two years.

The wider implications of these changes became clear before the first programme was over. Industrial design has doubled its student intake and will have 78 next year. Transport design has doubled to 22 with financial support coming from foreign manufacturers.

It is this shift of resources to com-

mercially viable designs and the active pursuit of outside investment that will most radically alter the direction of the Royal College of Art. The fine art prejudices and *laissez-faire* practices inherited from the Victorians have been replaced by hard-nosed business ambitions and an autocratic administration.

One of the first things we saw was students working on a more up-to-date graphics image for the college, to replace the phoenix which has been house-style since 1892. With a recently-installed photography unit, "able to draw and construct any image you want", the key question that the new image should answer was, what is the role of the college today? The one approved by Geri Dunbar, a Dutch graphics tutor brought in by the new administration, had a monocyclist carefully balanced on a tightrope. Initially accepted, it was scrapped a few days later by Stevens who put the job out to a commercial design studio.

The students have their criticisms of the new regime. One jewellery student told us that she had left her job because "it all became so involved with making money that I lost all my creativity", and had come to the RCA hoping to find "pure creativity – all the time to yourself". She had been disappointed



Designing and creating a style

and agreed with a fashion student who thought "there are too many commercial projects... Being at college is all about making money". He, however, did recognize that "unfortunately, if we don't have these projects, we won't make money for the college". But whether he or any other student wished to see some of it spent on potential buyers and investors, no one told us.

Commercialism has now penetrated every department, even fine art. The college staff seem to support this approach. Joanne Brogden, head of Fashion for the last 18 years, confessed, she hadn't always got the balance right between student aspirations and commercial projects. Yet she was convinced that "it is absolutely imperative that a good design will sell and what the student needs is 'the right kind of teaching, the right kind of criticism about their work'". This, then, is the new direction at the RCA.

Phillip, BBC

Hugh David talks to the new linkman for Children's Television

Fifteen years ago at Television Centre in London, Edward Barnes, head of BBC Children's Programmes, began casting around for a new way to package his department's wares. And at Newquay in Cornwall a boy started applying for work at the BBC, typing his letters lest his handwriting betrayed his age.

"I wanted to be on Radio One," remembers Phillip Schofield now. "Like every other 10 or 11 or 12-year-old then, by God I was desperate to get on Radio One!"

Like all but a handful of the rest, he didn't. But last year a mixture of internal politics, personality and sheer persistence led to his becoming the face of Children's BBC – a chirpy, live and massively popular on-screen presenter linking the separate programmes in that 90-minute late afternoon slot.

Phillip Schofield's route was round-about. He put up with the obscurity of an outside broadcasts booking clerk for two years, and then moved to New Zealand with his parents. Out there he got himself in front of a microphone, and was offered a job fronting a television programme called *Shazam!*

Following a stay in Australia, where he became a minor star, he renewed his assault on the BBC. This time the letters were accompanied by tapes of the best of his work on *Shazam!*. That did the trick. Someone at Broadcasting House in Manchester liked the look of him and sent the videos down to London... where they arrived just as Edward Barnes was concluding his search for the presenter of Children's Television.

drag children's television away from exactly that rather patronizing, formal and "adult" style. Fifteen years previously he had begun thinking how it could happen, devising and encouraging programmes like *Orange Hill*, and *John Craven's Newsround* which children would see as relevant and important to them.

Adding an on-screen presenter to weld them all together was almost an after-thought, not part of the scheme of things at all. It had to come, though. The opposition had already established the idea of a pre-recorded star guest presenter for Children's ITV, and the computer graphics which prefaced BBC children's programmes at the time were taking a lot of flak. They were hardly state-of-the-art: something new was needed.

So at this time last year, the totally unknown antipodean star found himself replacing the continuity announcer in the BBC1 presentation studio for an hour and a half each weekday afternoon. Right from the start Phillip Schofield and the new-look Children's BBC were received with open arms. Children loved it. Their letters, some of them just addressed "Phillip, BBC", continued to pour in.

"We write because they feel involved," Phillip Schofield believes. If they do, it is for a combination of reasons. Certainly Phillip Schofield has considerable skill in talking to them. He does involve them, adopting a family of hedgehogs one day, squeezing a guest into the tiny studio for a live interview the next, donning full evening dress on the odd occasion when for one reason or another children's programmes are shunted over to BBC2.

But the fact that he can do any of those things is only because of the fundamental changes in the style of BBC's children's programmes – changes which Edward Barnes began making when Phillip Schofield was a lad of 10 determined to get into broadcasting.

END PAGE

Beyond reaction

Being against elitism, racism and sexism is all very honourable but schools have got to be for something as well, says John Wilson.



Teachers are an oppressed class. So far from having the power, respect and autonomy they deserve, they are too much at the mercy of central government, local bureaucracy, parents, employers, educational theorists, even sometimes of their own unions.

The oppression is partly economic, but still more psychological: they do not feel themselves to be in the secure position of experts and professionals, in the way that doctors, engineers and solicitors do. All this is bad enough: but it

may be also that teachers themselves conspire in this oppression, and sell themselves short.

Much of the trouble here comes from a relativistic and egalitarian ideology which rejects elitism and the educational values usually associated with an upper middle-class outlook. Such rejection derives, honourably, from the genuine concern most teachers feel for the mass of underprivileged pupils.

But if it goes too far, it makes the idea of professional expertise untenable. A claim to expertise is, necessarily, a claim to some kind of

superior knowledge or ability that other people – including the pupils – do not have. To set up as a professional educator is to hold, however humbly and self-critically, that one knows better than others what pupils ought to learn and how they should learn it.

Teachers are reluctant to make such claims, often again for honourable reasons. But their fear of arrogance, of making "value judgements" about other people's lives, carries with it the relativist idea that one person's judgement is as good as another: so why should teachers be respected? Why should they be given power or authority? Why should they be trusted? What expertise can they possibly have, if they do not lay claim to a better or more clear-headed set of values and practices than the rest of us?

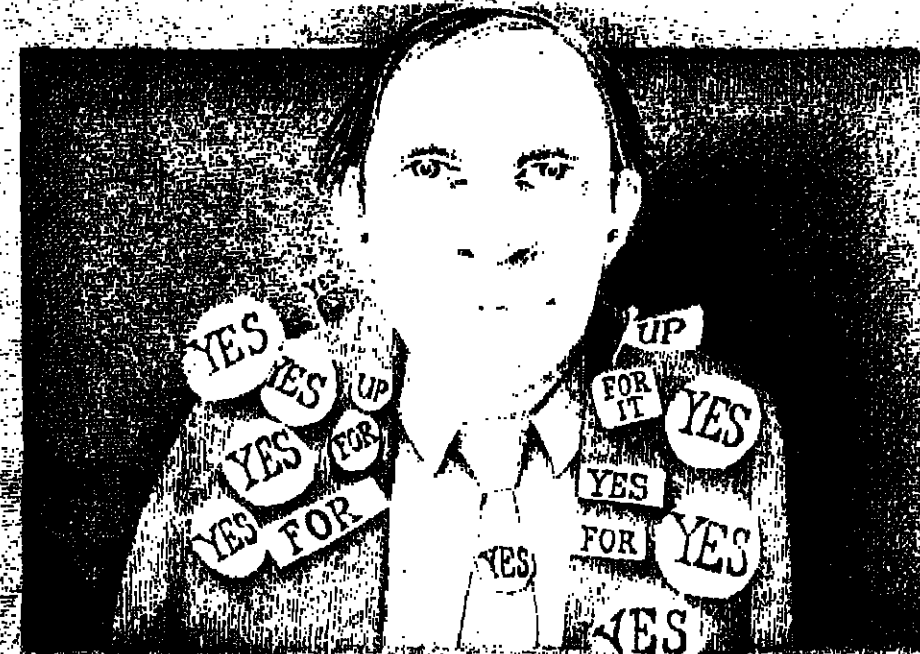
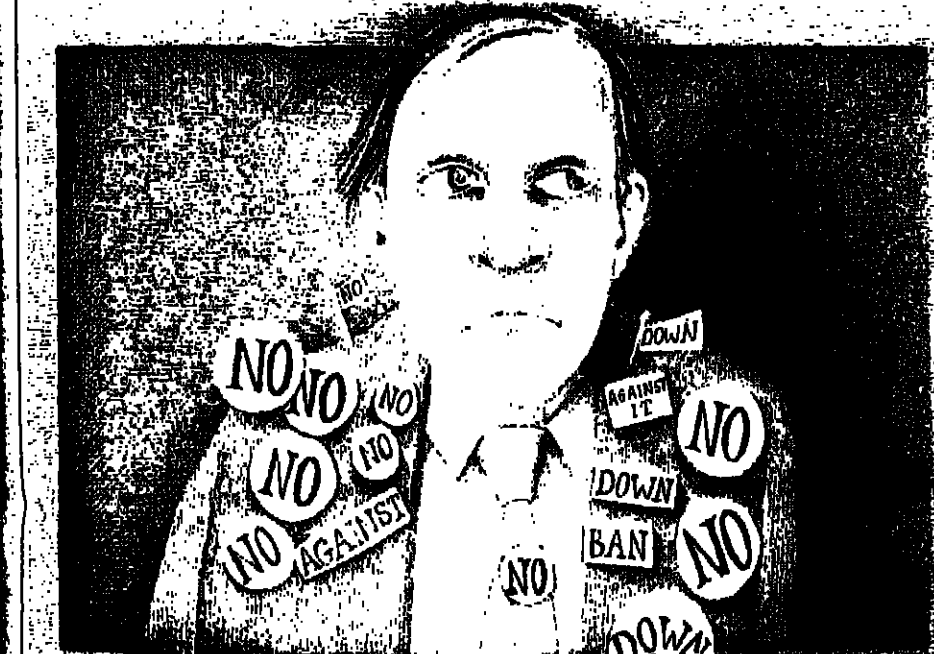
Failure to make such a claim is particularly disastrous politically, since teachers in the mainstream sector compete against other groups whose values are much clearer – the independent schools, parents with traditional middle-class values, and religious organizations. To be out of touch or at loggerheads with such groups is had

enough: but to have no clear alternative ideology is suicide.

The profession has somehow to think beyond the negative aspects of its egalitarianism: it is not enough to be "anti" elitism, segregation, sexism, racism, or class domination. We have to state clearly, defend rationally, and stand up bravely for those values and practices we think to be right and true: objectively right and true, not just fashionable.

Existing rhetoric about "caring", "freedom", "creativity" and so on does not do this job: it is simply not clear, to the average parent or employer, just what we do stand for and what practical expectations and demands, both moral and intellectual, we intend to make on our pupils. Only a more positive approach, which is more than a mere reaction to past and present injustice, and is based firmly on educational rather than political or ideological values, can win the profession the status and confidence it needs.

John Wilson is a tutor in the Department of Educational Studies, University of Oxford.



Dialogue situations

Roger Knight
despairs of the
language of GCSE

All great writers, through precept and practice, teach us vital lessons about our native language. Natural innovators know that innovation is meaningless unless rooted in the inherited wisdom carried in the culture of words.

If the use and, particularly, the teaching of the native language are to have dignity and meaning for those without their gifts, we need to be able to recognize when the roots have been severed and the wisdom denied.

Yet here, when the subject is language itself, and moreover language in education, is the *GCSE Guide for Teachers of English* (1986): The nature of the audience or listener will in turn have implications for the feedback which is given to the speaker – including monologue situations where the flow of communication is largely one-way. Even in these situations, speakers depend on signals of attention, support, comprehension and interest from their audience, and skilled speakers will modify their speech to take account of indications that any of these are lacking.

In dialogue situations – such as group discussions, interviews and other kinds of conversation – the feedback given by listeners will be central and speakers will themselves also be listeners of course, as these roles change reciprocally. This creates additional problems of assessment: it may be difficult to determine whether an individual student's rather brief or relatively uninspiring performance was strongly influenced by the unresponsive contributions made by her or his partners in the situation.

Now, anyone who writes as badly as that is in no position to judge other people's use of their native language, let alone give them advice on how they in their turn should assess that of their students. This is "bad English" by any standard.

It offends even conventional canons with its floating participle ("including") and its false concord ("any of these are"). But those are trivial points. Much more significant is the miserable inadequacy of such writing to its subject: the living, fleeting experience that is the exchange of words between people cannot be described in a language that – inhuman itself – robs it of its humanity.

To say that such a language feels wrong as a way of speaking about "conversation" would be to humanize matters that words such as "feedback", "situations", "communication" and "signals" simply and disfigure.

We are told of "the complexity of the data which we process whenever we evaluate spoken language". This of course extends the jargon of "feedback" and "signals" and sustains the delusion that we can, for the purposes of "evaluation", empty language of its substance.

We cannot. If we are attending to what is being said, attending with that fullness of attention without which we cannot understand, then we are part of an experience: we are listening. We are not, like computers, "processing data". We cannot stand outside a process of which we are a part.

The reason that in this, of all contexts, so barbarous a vocabulary has taken hold, is complexity with one of the most powerful currents running through the English language today; the current of idiom and feeling that has its roots in technological invention and change.

The technological idiom and inert rhythms of the passage quoted tend to promote a conception of human beings as mechanisms without inner lives, mechanisms whose "performance" is amenable to systematic observation and control.

That idiom is active across whole realms of contemporary culture. It legitimizes the mechanistic and utilitarian vocabularies that dominate so much current educational discussion. Such vocabularies encourage us to see education as a largely technical question of adjusting means to

ends, of the development of skills rather than the cultivation of minds.

A Government minister claiming that for a thriving tourist industry we need professors of tourism in the universities (*TES* June 27) is swimming with the tide. For the Prime Minister, happiness itself, spiritual fulfilment even, is a technical question, a question of economics and bureaucratic adjustment: the promise of a tax cut is a promise of "a little bit of heaven on earth".

It can sometimes seem as though what those English writers did with words is being excised from our history, leaving us with T S Eliot's question: "What are the roots that clutch, what branches grow out of this stony rubbish?"

Unsurprisingly perhaps, the technological saturation of our culture has generated a yearning for a control of our moral and emotional lives analogous to that which it so relentlessly insists is available to us in the material world. We have come to expect technological solutions to all manner of material problems.

Since our idea of well-being and progress is so thoroughly dominated by such expectations, it is not really surprising that the language we use in discussing questions of morality and behaviour should reflect that dominance. The risk, however, is that our language may obscure the true nature of what we seek to describe.

Men have always wrestled with their needs, desires and aspirations. "Literature", Singer says, "is the story of love and fate, a description of the mad hurricane of human passions and the struggle with them". Traditionally, that struggle has taken place in the full acknowledgement of human frailty and fallibility.

Now, however, we are often urged to accept that given sufficient "skills", given the relevant "technique", we can master any "situation". The preponderant conviction, flying in the face of history, intuitive knowledge and abundant empirical evidence, is that we can bring nature and human nature to heel.

"Expertise" is a key word. The young woman's magazine *Cosmopolitan* sports a clutch of "happiness experts". Their expertise is delivered in the language of weights and measures: "Does your sex life measure up to the sex statistics?" Techniques are at hand to ensure "successful communication in sexual situations". You can avoid a technical malfunction and ensure happiness if you are "aware of what turns you on and off, of your own body signals and inhibitions. All this information will make it possible for you to speak to a partner from a position of responsibility so that you can both be clear, specific and uncritical."

No room there for the "mad hurricane of human passions". "Human passions" are no more reducible to "sexual situations" than the words of living people are to "speech situations".

This is the world in which the Government evidently cannot see the anomaly of legislating for "sex education": the phrase, in its narrowly physiological implication, is reductive of the very values the Government seeks to endorse and protect. "Sex education" becomes another "life-skill" in the bolt-on curriculum.

If, in contemplating the inner life, whether in the sphere of education, morality or the arts, we habitually use a language whose proper context is the observable, material world, we risk compounding a tendency that seems to be indissoluble from technological advance: the tendency to undervalue the past.

Literature and the arts – what I A Richards called our "storehouse of recorded values" – can protect us against such impoverishment. As long, that is, as we know how to read them. Only a distrust of the past, and of our ability to profit from it on its own terms, can explain such misbegotten enterprises as modern translations of Shakespeare and the *New English Bible*: abortive technical solutions to "problems" soluble only through acts of sustained imaginative attention. If English is to be "kept up" it will be through a respect for the "mystery embodied in words" that such enterprises so signally lack.

Roger Knight is a senior lecturer in education at the University of Leicester and editor of the *Use of English*.

4 Titles Available For Recording From Sunday 10 August 1986
Approximate Transmission Times.

Sunday 10 August 2.00 Everybody Here (Repeat) Fee Code C 3.15 People to people: Well you didn't expect us to sit around doing nothing, did you? Fee Code A Monday 11 August 6.00 Packed Money Programme (Repeat) Fee Code B 10.10 Commercials Fee Code D Wednesday 13 August 6.30 Flashback: Images of the Family (Repeat) Fee Code C 8.00 Changing the Face of the City Fee Code D 8.30 Japan Fee Code D	Thursday 14 August 8.00 Equinox Fee Code D Friday 15 August 3.25 Asian Arts Fee Code D 6.30 What Do These Old Films Mean? Fee Code E Saturday 16 August 6.00 Right To Reply Fee Code A 6.30 Stamp of Greatness Fee Code C For more information contact: GUIDE LICENSING 9 Rye Road, Putney, London SW15 8YD (0753) 315315 Late Charges (0753) 312152 (0294)
--	--

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education	Physical Education	28	Other than by Subjects	29	Adult Education	30	Examiners	33	Personal	
Other Appointments	Religious Education	28			Community Homes and Associated Institutes		Miscellaneous	33/34	Announcements	
Primary Education	Science	28							For Sale and Wanted	
Scale 2 Posts	Speech and Drama	28			Other Appointments	30	Outdoor Education	34	Holidays and Accommodation	
Scale 1 Posts	Other than by Subjects	28			English	29	English as a Foreign Language	34	Business Opportunities	
Secondary Education	Sixth Form and Tertiary Colleges	29			Modern Languages	29			Properties for Sale and Wanted	
Art and Design	Scale 1 Posts	29			Physical Education	29				
Commercial Subjects	Special Education	29			Other than by Subjects	29				
Computer Studies	Appointments in Scotland	29			Colleges of Further Education	29				
Craft Design & Technology	Independent Schools	29			Heads of Department	29				
Economics & Business Studies	Computer Studies	29			Other Appointments	29/30				
English	Economics & Business Studies	29			Administration	33				
Geography	English	29			Local Education Authority	33				
History	Geography	29			Administration General	32				
Home Economics	Mathematics	29			Social Services	32				
Mathematics	Pastoral	29			Child Care	33				
Modern Languages	Physical Education	29			Educational Psychologists	33				
Pastoral	Social Studies	29								
	Heads of Department	30								

Please address classified advertisements to: John Ladbroke, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX. Classified Advertisements Rates: Single Column £2.10 per line (min. 8 lines). Classified Display £12.00 per c.c. (min. 8.5cm x 2 cols £228.00). Box number facility £5.00. All rates are exclusive of V.A.T. Copy deadline (space permitting) Monday preceding Friday of publication. Corrections deadline 10.30am Tuesday preceding Friday of publication. Cancellation deadline 4.30pm Monday preceding Friday of publication. All advertisements are published subject to the Terms and Conditions Times Newspapers Ltd. (available on request).

Nursery Education

Other Appointments

OLDHAM METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
ST THOMAS'S CHURCH OF ENGLAND PRIMARY SCHOOL, Oldham
Nursery Teacher
Required for 1st September 1986, to prepare for and then take charge of a new 30 place Nursery Class at the above school.
Applications from the Director of Education (see notice) should be sent to the Rev. J.H. Gray, The Manager, 11 Gifford Lane, Oldham, OL1 1JF, by 15th August 1986. (13551) 130026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

Temporary Nursery Teacher

Burnham Scale 2
Required from 1 October 1986 to cover maternity leave at Buddle Lane Family Centre, Locarno Road, Exeter. You will be required to lead a team of Nursery Nurses enabling them to provide a stimulating and exciting environment for Under Fives. It is important that you are interested in working with adults as the job entails working with the whole family, using the nursery environment as an extension and complement to home. Please telephone Mrs Felicity Thomas, Exeter 79381 for further details and application form.
Closing date 22 August 1986

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

Primary School Education

Scale 2 Posts and above

GLoucestershire COUNTY COUNCIL
On Equal Opportunities Employer
Qualified Teachers for Infants and Junior Schools. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

ESSEX NORTH AND SOUTHERN DISTRICTS EDUCATION COMMITTEE
Nursery Teacher
Required for 1st September 1986, to prepare for and then take charge of a new 30 place Nursery Class at the above school.
Applications from the Director of Education (see notice) should be sent to the Rev. J.H. Gray, The Manager, 11 Gifford Lane, Oldham, OL1 1JF, by 15th August 1986. (13551) 130026

CHESHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

GLoucestershire COUNTY COUNCIL
On Equal Opportunities Employer
Qualified Teachers for Infants and Junior Schools. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

ESSEX NORTH AND SOUTHERN DISTRICTS EDUCATION COMMITTEE
Nursery Teacher
Required for 1st September 1986, to prepare for and then take charge of a new 30 place Nursery Class at the above school.
Applications from the Director of Education (see notice) should be sent to the Rev. J.H. Gray, The Manager, 11 Gifford Lane, Oldham, OL1 1JF, by 15th August 1986. (13551) 130026

ASSISTANT TEACHERS

(primary schools)
Several vacancies still remain, particularly in infant schools, to commence as from September 1986 or as soon as possible thereafter. These posts are suitable for newly qualified teachers but applications are also welcomed from teachers with experience, possibly those wishing to re-enter the profession. Scale 1.
The London Borough of Barking and Dagenham is situated on the North Bank of the Thames, a few miles to the east of Central London. It is conveniently located for the City and West End of London, and is within accessible distance of the Essex countryside and coast. The schools are well maintained and well equipped. There is a flourishing Teachers' Centre and the Authority pays special attention to the in-service training of teachers. 100% removal expenses payable in approved cases to teachers moving to the area to take up permanent appointments. There is also a possibility of temporary Council accommodation. £1,110 per annum Inner London Allowance payable.
Application forms and further details from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). An equal opportunity employer.

Barking & Dagenham
LONDON BOROUGH

HEARTFORDSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

GLoucestershire COUNTY COUNCIL
On Equal Opportunities Employer
Qualified Teachers for Infants and Junior Schools. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

ESSEX NORTH AND SOUTHERN DISTRICTS EDUCATION COMMITTEE
Nursery Teacher
Required for 1st September 1986, to prepare for and then take charge of a new 30 place Nursery Class at the above school.
Applications from the Director of Education (see notice) should be sent to the Rev. J.H. Gray, The Manager, 11 Gifford Lane, Oldham, OL1 1JF, by 15th August 1986. (13551) 130026

ASSISTANT TEACHERS

(primary schools)
Several vacancies still remain, particularly in infant schools, to commence as from September 1986 or as soon as possible thereafter. These posts are suitable for newly qualified teachers but applications are also welcomed from teachers with experience, possibly those wishing to re-enter the profession. Scale 1.
The London Borough of Barking and Dagenham is situated on the North Bank of the Thames, a few miles to the east of Central London. It is conveniently located for the City and West End of London, and is within accessible distance of the Essex countryside and coast. The schools are well maintained and well equipped. There is a flourishing Teachers' Centre and the Authority pays special attention to the in-service training of teachers. 100% removal expenses payable in approved cases to teachers moving to the area to take up permanent appointments. There is also a possibility of temporary Council accommodation. £1,110 per annum Inner London Allowance payable.
Application forms and further details from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). An equal opportunity employer.

Barking & Dagenham
LONDON BOROUGH

Scale 1 Posts

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE
COUNCIL OF KEYBOARD SKILLS
Required as soon as possible within the Business Studies Department. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

WILTSHIRE EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL, Wiltshire
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Computer Studies

Scale 1 Posts

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH EAST KENT AREA
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 2 Posts and above

CHESHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE
COUNCIL OF KEYBOARD SKILLS
Required as soon as possible within the Business Studies Department. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

WILTSHIRE EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL, Wiltshire
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Computer Studies

Scale 1 Posts

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH EAST KENT AREA
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 2 Posts and above

CHESHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE
COUNCIL OF KEYBOARD SKILLS
Required as soon as possible within the Business Studies Department. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

WILTSHIRE EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL, Wiltshire
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Computer Studies

Scale 1 Posts

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH EAST KENT AREA
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 2 Posts and above

CHESHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE
COUNCIL OF KEYBOARD SKILLS
Required as soon as possible within the Business Studies Department. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

WILTSHIRE EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL, Wiltshire
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Computer Studies

Scale 1 Posts

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH EAST KENT AREA
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 2 Posts and above

CHESHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

BUCKINGHAMSHIRE EDUCATION COMMITTEE
WITTON CHURCH OF ENGLAND PRIMARY SCHOOL, Church Walk, Northwich, Cheshire
Tel: Northwich 3128
SC 1
The school has approximately 250 children on roll.
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

Scale 1 Posts

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE
COUNCIL OF KEYBOARD SKILLS
Required as soon as possible within the Business Studies Department. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

WILTSHIRE EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL, Wiltshire
Required for September 1986, a teacher for a full-time post in the above school. The successful candidate will be responsible for the school's educational and pastoral work. Applications should be sent to the Director of Education, Crown House, London Road, Merton, Surrey, Tel: 01-640 4793. Closing date: 15.08.86. (13551) 110026

COLLEGES OF FURTHER EDUCATION continued

GRAMPIAN REGIONAL COUNCIL ABERDEEN COLLEGE OF COMMERCE

SENIOR LECTURER II - SYSTEMS PROGRAMMER

Required in the Computing and Systems Programming section of the Department of Mathematics, Science and Computing. Applicants should have a Degree or equivalent qualification in Computer Science, Systems Programming and Systems Design and Programming experience. Work includes teaching Business Systems Analysis and Computer Systems Design to Scottish Higher National Diploma students. Certificate level with opportunity to teach Postgraduate level.

Salary scale: £11,676 - £13,710.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

ISLE OF MAN BOARD OF EDUCATION

ISLE OF MAN COLLEGE OF FURTHER EDUCATION

LECTURER I - BUSINESS STUDIES

Required for September 1986 or as soon as possible. The successful candidate will be responsible for the teaching of Business Studies to students on the BTEC National Certificate in Business Studies. The successful candidate will be responsible for the teaching of Business Studies to students on the BTEC National Certificate in Business Studies.

Letters of application with full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

KENT COUNTY COUNCIL EDUCATION DEPARTMENT

LECTURER I - ACCOUNTING

Applications are invited from suitably qualified persons to teach Accounting to students on the BTEC National Certificate in Business Studies. The successful candidate will be responsible for the teaching of Accounting to students on the BTEC National Certificate in Business Studies.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

BLACKBURN COLLEGE
An Institution of Tertiary and Higher Education
Faulden Street, Blackburn BB2 1LH
SCHOOL OF MANAGEMENT AND PROFESSIONAL STUDIES
(Re-advertisement) - Previous applicants need not re-apply; their applications will be reconsidered.
LECTURER GRADE II - MARKETING (Ref. M1)
The successful applicant will offer teaching skills in the area of Marketing and become a member of a team working on the design and delivery of a new Higher National Diploma Course in Textile Marketing scheduled for a September 1987 start. Experience/knowledge of the textile industry will be a distinct advantage.
LECTURER GRADE II - MANAGEMENT (Ref. M2)
The successful applicant will offer teaching skills in management studies, Human Resource Management or Corporate Policy and join a teaching team on the C.N.A.A. Diploma in Management Studies.
Applicants should have an appropriate degree and/or professional qualification together with recent relevant work experience. Previous applications will automatically be included.
SALARY FOR BOTH POSTS: £8,595 - £13,556
Application forms and further information available from/returnable to the Vice-Principal (Resources) at the College, S.A.E. please.
Interviews will take place at the end of August 1986.
Closing date for applications: 20th August 1986.
Lancashire County Council is an Equal Opportunities Employer.

LEICESTERSHIRE SOUTH FIELDS COLLEGE OF FURTHER EDUCATION

TEMPORARY LECTURER IN SHOPFITTING

Required for September 1986 to teach the theory and practice of shopfitting and associated wood-machining skills. Applicants should have suitable qualifications and experience in shopfitting and wood-machining. The post is for 36 weeks.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

LONDON Inner London Education Authority

NORTH LONDON COLLEGE

LECTURER I - BUSINESS STUDIES

Applications are invited from suitably qualified persons to teach Business Studies to students on the BTEC National Certificate in Business Studies. The successful candidate will be responsible for the teaching of Business Studies to students on the BTEC National Certificate in Business Studies.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

DEPARTMENT OF SOCIAL SERVICES

LI APPLIED SOCIAL STUDIES (TEMPORARY ONE YEAR)

Applications are invited from suitably qualified persons to teach Applied Social Studies to students on the BTEC National Certificate in Business Studies. The successful candidate will be responsible for the teaching of Applied Social Studies to students on the BTEC National Certificate in Business Studies.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

HACKNEY COLLEGE

LECTURER GRADE I

Required as soon as possible to teach on the BTEC National Certificate in Business Studies. The successful candidate will be responsible for the teaching of Business Studies to students on the BTEC National Certificate in Business Studies.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

ACTON TECHNICAL COLLEGE

Science and Computing Department

Full-time and Part-time Teaching Posts

The newly elected Council are promoting the development of community Access Courses to HE for various disadvantaged groups. Applications are invited from qualified supportive teachers with an interest in one or more science related disciplines for full-time permanent appointments at Lecturer I and part-time temporary appointments from September 1986 or January 1987.

Ealing's new Council welcomes applications regardless of sex, race, ethnic origin, sexual orientation, disability or responsibility for dependants.

Apply for further details and an application form to the Chief Administrative Officer: Acton Technical College, Mill Hill Road, Acton, London W3 8UX. Telephone: 01-893 2344.

SOLIHULL SOLIHULL COLLEGE OF TECHNOLOGY

LECTURERS REQUIRED IN

Biological/Applied Science
Business Studies
Computer Studies

The above are fixed term contracts for one year in the first instance.

Details and forms for Principal on receipt of a.n.c. (13401) 280026

SURREY EDUCATION COMMITTEE

NORTH EAST SURREY COLLEGE OF TECHNOLOGY

LECTURER I - BUSINESS STUDIES

Applications are invited from suitably qualified persons to teach Business Studies to students on the BTEC National Certificate in Business Studies. The successful candidate will be responsible for the teaching of Business Studies to students on the BTEC National Certificate in Business Studies.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

U.S.A. HARVARD UNIVERSITY

The Celtic Department of Harvard University

Applications are invited from suitably qualified persons to teach Celtic Studies to students on the BTEC National Certificate in Business Studies. The successful candidate will be responsible for the teaching of Celtic Studies to students on the BTEC National Certificate in Business Studies.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

Colleges and Departments of Art

Other Appointments

HEREFORD AND WORCESTER COUNTY COUNCIL

HERFORDSHIRE COLLEGE OF ART AND DESIGN

TECHNICIAN

Required, a technician to assist in the running of the college. The successful candidate will be responsible for the running of the college.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

DURHAM COUNTY COUNCIL

NEW COLLEGE DURHAM

Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond.) B.Sc. (Econ.), M.A., F.R.S.A.

Director of Learning Resources

Head of Department Grade IV

Required from January 1st, 1987 or sooner if possible, a person to co-ordinate the Computing, Library and Media Services throughout the College. The successful person will require energy, enthusiasm, a fair for educational management, an interest in information technology and experience in one or more of the three services.

Further particulars and application forms, returnable by Tuesday, 26th August, 1986, may be obtained from The Principal, New College Durham, Framwellgate Moor Centre, DURHAM. DH1 5ES on receipt of a stamped addressed foolscap envelope.

Social Services Department

Instructor (Home Economics)

£6,771 - £8,130/8,847 p.a. Incl. (pay award pending)

We require a Teacher or Instructor for Home Economics at the Causway Centre for Mentally Handicapped Adults in New Malden.

You will be a member of 10 professional staff, each with their own specialism, and required to design and implement programmes of teaching cooking, housecraft and other skills at special needs level.

There exists a close relationship with the local college of F.E. which will enable you to teach your clients in both Centre and college settings. Other opportunities include participation in the Causway's community sports and leisure schemes, also our holiday ventures.

D.E.S. superannuation scheme applies. Dip. T.M. or other appropriate qualifications required.

For further details ring The Manager on 01-949 0631.

Application form and details from Staffing Officer (88944) Guildford, Kingston upon Thames, Surrey, KT1 1EU. Tel 01-546 2121 ext. 3456 (ansaphone) quoting ref. 4707.

Closing date: 22 August 1986

ROYAL BOROUGH OF KINGSTON UPON THAMES.

WARWICKSHIRE UNIVERSITY OF WARWICK

Overseas Appointments

AVON COUNTY UNIVERSITY OF BATH

DEPARTMENT OF SPORTS DEVELOPMENT AND RECREATION

GRADUATE ASSISTANT

This post, tenable for a maximum of three years, is open to Physical Education graduates who wish to gain comprehensive experience in an active university sports development.

Further particulars from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

Salary will be at an appropriate point on the £15,700 under review.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

Adult Education

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

MID-KENT ADULT EDUCATION

Applications are invited from suitably qualified persons to teach Adult Education to students on the BTEC National Certificate in Business Studies. The successful candidate will be responsible for the teaching of Adult Education to students on the BTEC National Certificate in Business Studies.

Application forms and full details for Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL. For further information apply to the Director of Education, PE and Education, Aberdeen City House, Aberdeen AB9 2UL.

Yugoslavia

Lecturers in English

Duties: to teach English Language to undergraduates at intermediate and advanced levels in universities or institutes of higher education in Maribor, Pristina, Tuzla, Belgrade or Zagreb.

Qualifications: degree, preferably in English or modern language; RSA Dip TEFL or PGCE or equivalent; minimum three years' TEFL teaching experience. Candidates should be single, British nationals.

Salary: local salary according to post plus UK sterling subsidy of \$4,628 per annum.

Benefits: fares, baggage allowance, medical scheme and superannuation contribution.

Contract: one-year renewable, commencing October 1986, guaranteed by the British Council.

Closing date for applications: 22 August 1986. References: 86 B 39-42 T

Oman

Muscat English Speaking School (Secondary Department)

Headmaster

Duties: responsibility for the day-to-day running of the school, controlling its internal organisation and management, and determining policies.

Qualifications: candidates must be male, native English speakers, aged 35-50 years, have an honours degree, PGCE, and 15 years' teaching experience, and hold a current driving licence. Relevant experience of appraisal and development of both curriculum and staff, together with managerial and organisational skills, are required.

Salary: OR-11,500 per annum free of local tax (£1-OR 0.66 approx).

Indonesia

English Language Consultant, National Institute of Administration, Jakarta

Duties: the Consultant will be based in the Institute's new Language Centre which has

SPAIN

Leading Barcelona Language School seeks teachers for October 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

ITALY

Authorized school of English, also Italian, seeks teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Requirements: native English speaker, TEFL or PGCE, 3 years' experience, salary £4,000 p.a. plus expenses.

Further details and application forms available from the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734, or 'Physical Education' to the Personnel Officer, University of Bath, Bath BA2 9AT, quoting ref. 86/734.

SPAIN

Successful English language centre near Barcelona seeks three teachers for September 1986 - June 1987 contract.

Signature _____ Date _____